

**HORACE MANN SCHOOL
FAMILY HANDBOOK**

January, 2012

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

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

The *Handbook* is published only for the use of the Horace Mann 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 community for any other purpose not approved by the School. Inquiries regarding *Handbook* use should be directed to the Head of School.

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Introduction to the *Family Handbook*

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

The Core Values, on which all of Horace Mann’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 for intellectual, cultural and personal diversity; and
- promote equal opportunity for students as they pursue their interests within the classroom, on the athletic field, in extra-curricular activities and elsewhere in the School community.

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

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

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

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

Appropriate School Expectations of Parents

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

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

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

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

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

- respect 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

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

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

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

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

Appropriate School Expectations of Students

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

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

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

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

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

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

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

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

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

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

Appropriate Student Expectations of the School

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

- support students' efforts to expand their horizons;
- provide a dynamic process for re-assessment and re-evaluation to support goals of Life of the Mind;
- celebrate individual curiosity and creative risk taking;
- recognize that every student learns differently, and help each student to reach his/her 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 the cultural differences and traditions of all students in the Horace Mann community, whenever possible;

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

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

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

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

Campus Description

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

The **Nursery Division** is located in a landmark building that was originally the carriage house of the Andrew Carnegie estate. The original three-story structure was renovated and expanded to six floors in 1961 and became the New York School for Nursery Years. In 1968, that school merged with Horace Mann to become Horace Mann School for Nursery Years, now known as the Nursery Division of Horace Mann School. In 1972, the Barnard Elementary School in Riverdale was also added to Horace Mann, which then became a co-educational nursery-through-grade twelve institution. In addition to the nine classrooms in the Nursery Division, the building houses a browsing library, a studio, a yard with a climbing wall, and a roof playground.

The **Lower Division** in Riverdale 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, cafeteria, arts and technology center, music room, Nurse's office, modern language classrooms, literacy center, math lab, science center, and administrative offices.

The current **Middle Division** was formed and moved into Rose Hall on the Riverdale Campus in September 1999, adding grade six to the existing seven and eight Middle Division. Rose Hall has three floors of classrooms, teachers' rooms and a computer center. Students in grades six, seven and eight share science, arts, Physical Education and library facilities with the Upper Division.

The Middle (grade six through eight) and Upper (grades nine through twelve) Divisions share a large campus in Riverdale on West 246th Street. The Middle Division is housed primarily in Pforzheimer and Rose Halls and the Upper Division in Tillinghast Hall. The building houses classrooms, faculty offices, computer labs, and a language lab. Fisher Hall, opened in 1999, houses the Upper and Middle Division's arts facilities and the Cohen Dining Commons. The School completed construction of the new Gross Theatre, an administrative center, and the Katz Library during 2002-03. In 2005, the new building was named Mullady Hall.

One of the unique aspects of Horace Mann is a commitment to environmental and challenge/adventure education. The **John Dorr Nature Laboratory** is located in the towns of Washington and Bethlehem, Connecticut, two small communities in the western part of the state. The 265 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 a lodge for meetings and dining, cabins for sleeping, several climbing structures, and a high and low ropes course. There are four resident faculty members.

Part I: Academic Program

Introduction

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

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

Administrative Council Structure



Divisional Structure

Nursery Division

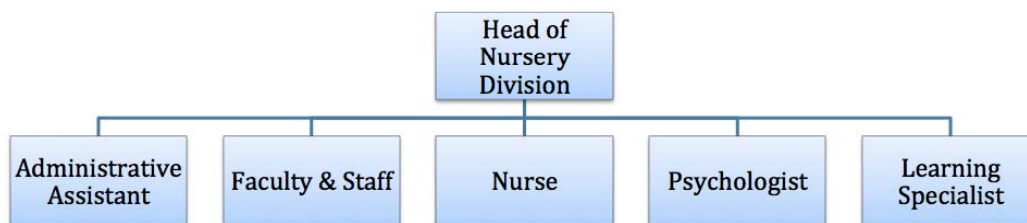
The Nursery Division has programs for Threes, Pre-K, and Kindergartners. The Threes attend school part-time, either am, pm, or full-time. The Pre-K and kindergartners attend full-time. The focus of the curriculum is distinct for each age group. The programs support growth in all aspects of development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

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

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

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

Nursery Division Structure



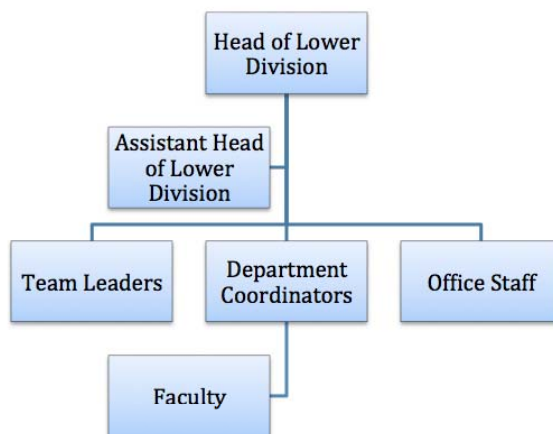
Lower Division

Classes in the Lower Division consist of approximately 21 children. One teacher at each grade level is designated Team Leader who is responsible for curriculum coordination, scheduling within the grade, supervision of activities and oversight of each student's academic and personal progress. Teachers in kindergarten through grade three are responsible for instruction in all subjects. Teachers in grades one through three are supported by assistants. Subject-area specialists in grades four and five are responsible for instruction in each of the major curriculum areas: Reading/English, Language Arts, Mathematics, Science, and Social Studies/History. Children in grades four and five travel to their classes together in homeroom groups, thereby maintaining a close connection to each other and to their homeroom teacher.

Additional support for the children comes from specialists in reading, mathematics, and communication (speech and language). The program also includes development of knowledge, skills and talents in art, music, the library, modern language study, Physical Education, the science center, the publishing center, and technology.

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

Lower Division Structure



Team Leaders (Nursery and Lower Divisions)

Every classroom in the Nursery Division has either two or three teachers. Every child in the Lower Division has a homeroom teacher who serves as his or her 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.

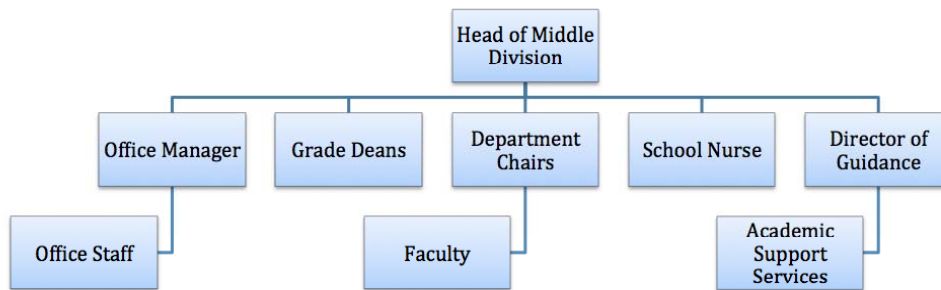
Middle Division

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 both the Middle and Upper Divisions, the academic year is divided into three trimesters. Each Middle Division student studies English, History, Mathematics, Science, a Foreign Language, Computer Science, Classics, an Arts course (visual, music, theater, and dance), Life Skills, and Physical Education. Each student has a unique assortment of classes and is not with the same classmates for the entire day.

Each student is assigned to a homeroom with the homeroom teacher being one of the student's teachers. The homeroom teacher also serves as the student's guidance advisor for the year. The Middle Division has a variety of Guidance services including an Academic Center that supports students with learning differences.

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

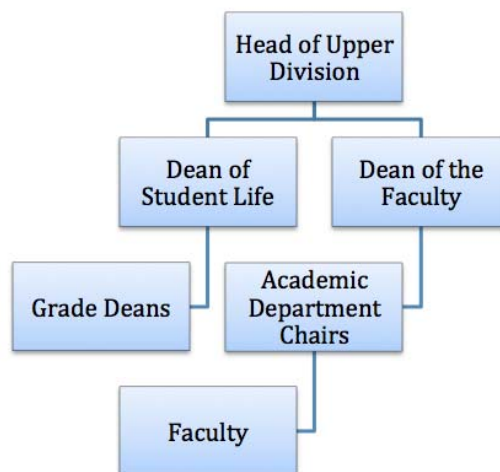
Middle Division Structure



Upper Division

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

Upper Division Structure



The academic program for each student consists of a maximum of five major courses and one or more minor courses each year. Students must take at least four major courses each year. Participation in athletics, clubs, publications and community service is also a very important part of the life of most Upper Division students.

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

Arts: A total of 1.5 credits are required, with at least .5 credits in Art Appreciation and .5 in Arts performance.

Computer Science: Every student is required to demonstrate mastery of grade-appropriate computer skills in courses provided by the Computer Department.

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

Foreign Language: Each student must complete a three-year sequence in French, Japanese, Latin or Spanish. Languages offered in half-credit courses include Russian, German, Classical Greek, Chinese, and Italian.

Health: A half-credit course in Health is required in grade ten.

History: History courses are required in grade nine (Atlantic World History) and in grade ten (United States History). Electives in History, Economics, Government, and Political Philosophy are offered primarily in grades eleven and twelve.

Mathematics: A three-year sequence in Mathematics is required for all students consisting of Algebra 1, Geometry and Algebra 2 and Trigonometry. Elective courses include three levels of Pre-Calculus and Calculus as well as Introduction to Statistics and Statistical Analysis and Social Science.

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. Members of athletic teams are exempt from courses in the Physical Education Department during the trimester in which they participate in a team sport.

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

Guidance: Ninth grade students take Horace Mann Orientation in their first trimester. Students in grade eleven take Quest, a two trimester seminar course on current and personal issues. Members of the Department of Counseling and Guidance also offer elective courses in Psychology, AP Psychology, and Ethics in School and Society.

Grade Deans (Middle and Upper Divisions)

Grade Deans have academic, administrative and disciplinary authority and responsibility. For the students in his or her grade, the grade dean supervises academic counseling, course

selection, resolution of course schedule conflicts, distribution of grades and academic reports, student fulfillment of graduation requirements, resolution of conflicts between teachers and students, communication among parents, teachers, advisors and students, and the administration of discipline. The deans and Division Heads are charged with promoting responsible student behavior and deciding upon disciplinary actions and implementing them.

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

Faculty Advisors—Middle and Upper Divisions

Students entering the sixth and ninth grades are assigned a faculty advisor from among the faculty members who will be teaching the student. Advising groups meet with their faculty advisors to discuss academic and community issues of mutual interest. The faculty advisor plays a central role in helping the student plan his or her 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. Faculty advisors also coordinate parent conferences. Parents are encouraged to contact the faculty advisor with questions or concerns about a student's performance. Advisors will assist parents in communicating with teachers, grade deans, the Department of Counseling and Guidance and other administrators as the situation warrants.

The John Dorr Nature Laboratory

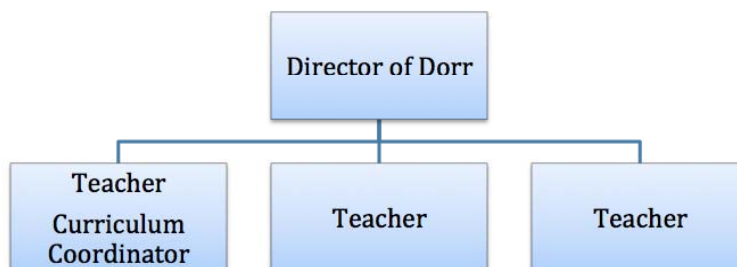
The John Dorr Nature Laboratory encompasses 235 acres of land in Washington and Bethlehem, Connecticut. The original gift of this land to Horace Mann in 1964 along with subsequent generous gifts has enabled the School to further its outdoor education and adventure-based programs.

The Dorr Programs, which are mandatory in grades two through eight and optional thereafter, vary in content and purpose. Each supports the School's mission to help students to learn about themselves, to develop a concern for others, and to grow intellectually, physically, socially, and emotionally. Age-appropriate participation in Dorr programs is integral to a student's academic program and should be considered an extension of Horace Mann with all of the requirements and expectations of the regular school program.

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

ideas, feelings, and relationships with others in the natural environment in new and different ways.

John Dorr Nature Laboratory Structure



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 modern language in grade two and instrumental music and chorus in grade three.

Middle Division

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

Upper Division

Placement in Upper Division classes is based upon the course selection process that begins in January of each academic year with the distribution of the *Program of Studies*. Each student's choices are reviewed by his or her academic advisor and grade dean. Once reviewed and approved, students' scheduling worksheets form the basis of the division's schedule, which is built around courses required for graduation and student 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 avoid a second course with a teacher with whom they have already studied, if an alternative teacher is available. Should scheduling concerns arise, students and parents are encouraged to consult with the grade dean.

Some Upper Division classes are designated as “honors” courses. These courses and criteria for admission are described in the *Program of Studies*. Each academic department offers Advanced Placement courses. The *Program of Studies* outlines procedures for acceptance to AP courses. Students enrolled in AP courses must take the AP examination, and failure to do so may result in a lack of credit for the course. Students may take a maximum of three AP courses in a given year.

Homework

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

Homework, except reports and projects assigned far in advance, is not assigned over the Thanksgiving, Winter, or Spring breaks. All teachers are asked to respect the major religious holidays of students and their families. School policy recommends that homework not be due, nor tests scheduled, for the day after such a holiday. 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 homework can be done.

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 Lower, Middle and Upper Division campuses.

In the Nursery Division, the library is staffed by a committee of the Nursery Parents Association. Children visit the library once a week during a designated library time. The library is also available for faculty to use with children and for browsing by parents and children before and after school.

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

The primary purpose of the Katz Library’s collections, which serves students in grades 6 through 12, is to provide a broad range of materials to enrich and support the intellectual, social, and personal development of all students. Foremost are the resources that support the school’s

curriculum. We acquire in some major depth resources needed for specific research assignments. Much of our video and DVD collection has a curricular connection. In addition, we have a strong fiction and graphic novel collection, designed to support student reading interests, encouraged by book discussion groups. The Library staff seeks to provide 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. Materials are considered for their quality and appropriateness.

The library's collection includes thousands of books, videotapes, videodiscs, CD's, audio cassettes, audio books, and slides. Periodicals and newspapers are available in hard copy, microform and online through the Library's database portal, which can also be accessed remotely. The library's online catalog can be accessed at <http://library.horacemann.org>. Library hours are 8:15am to 5:50pm on Mondays through Thursdays; 8:15am to 3:15pm on Fridays. The Library is open in the summer from 8:30am to 3:00pm, Monday-Thursday, 8:30am-2:30pm on Friday.

Middle and Upper Division library books and audio books circulate for three weeks and audiovisual materials circulate for three days or for a weekend. Special arrangements are made for circulating reserve and reference books. Current issues of magazines and journals remain in the library; past issues circulate overnight or over the weekend. For students' convenience, the library provides at least one copy of most textbooks used in large classes. Students may use these texts in the library, but textbooks may not be checked out.

We ask students to respect the community's need to preserve a quiet and clean atmosphere where all can read and study without being disturbed. Please use cell phones outside of the library. Students who disrupt this atmosphere will be asked to leave; continued disruptions will result in suspension from the library for a period of time. There are six group study spaces located on both floors of the library. The group study rooms provide students with a place where they can study together in a group. Although students may talk here, excessive loudness may result in expulsion from the library. All other rules for library behavior must be observed.

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

Testing

Lower Division

The Lower Division administers spelling tests beginning in grade one and continuing through the elementary years. Standardized testing begins in kindergarten. Teacher-created reading and math assessments are administered in grade three. These are announced approximately one week in advance and students are asked to plan their study time accordingly. Beginning in Grade Four, when teaching becomes departmentalized, students may have tests or quizzes in any of their academic subjects. These tests are coordinated by a test/quiz calendar in grades four and five.

Middle Division

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

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

Upper Division

In the Upper Division, a minimum of three major assessments (which may include tests) are required in each course as a basis for a trimester 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:

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

During the final weeks of each trimester, different specific testing dates are assigned to each department to minimize overlap of cumulative tests.

In the Upper Division, teachers assign due dates for major assignments such as research papers on the above-designated days. Students will be notified of an upcoming test at least four school days before the test date. Teachers must give students an opportunity to review the material to be covered on a test and to ask questions.

Upper Division teachers may not give a test or have a paper, lab report or other graded evaluation due until they have returned the previous test or assignment to students who took the test or completed the assignment on time. Upper Division teachers must return all papers, including research papers and tests, by the last day of class.

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

Grading

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

Middle Division

Early in the school year, each Middle Division teacher explains to students the method to be used in calculating trimester averages. A written explanation is handed out to students detailing the place and weight of tests, quizzes, papers, homework, class participation and projects in their grade. Final examinations are given in grades seven and eight.

Upper Division

In the Upper Division, each teacher advises students of the method he or she will use to calculate grades in the course. The statement includes the weight given to tests, quizzes, papers and class participation. The Upper Division uses an 11 point grading system with letter grades in evaluating student achievement. The corresponding numerical values are used to average letter grades:

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

In order to determine a trimester grade, teachers will generally:

- base each trimester grade on a minimum of three graded evaluations; and
- Average the three trimester grades to calculate the final grade, if no final examination is taken. When a course has a final examination, the department decides whether the final examination will count as one quarter or one seventh of the final grade. Teachers have discretion to round up or round down a numerical average to determine a final letter grade for the year only when the average terminates with .5.

Horace Mann transcripts offer the following guidelines for the conventional grading scale:

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

When a teacher anticipates assigning a trimester grade of “D” or “F,” the teacher apprises the student’s parents, grade dean and the Dean of Student Life of the student’s academic difficulty prior to the end of the trimester. This communication takes the form of an Academic Progress Report or a conversation with the above parties at a time when the student still has the opportunity to improve his or her standing for the trimester.

A student must receive credit for at least four major courses per academic year to remain in good standing. A student also is expected to maintain the courses scheduled for him or her in September.

Any student seeking to drop a course or transfer from one course to another must have the approval of the grade dean, who will confer with the teacher, advisor and appropriate Department Head. The deadline for making changes from one course to another is the end of the fourth week of the first trimester. The deadline for adding a course is the end of the second week of the first trimester.

If a student receives permission to withdraw from any course, either required or elective, before the end of the fifth week of the school year, no notation of the course will appear on the student’s transcript. If the School permits a student to withdraw from a required course between the end of the fifth week and the end of the second trimester, a “W” ordinarily will appear on the transcript. If the School permits a student to withdraw from a required course after the end of the second trimester, the student ordinarily receives an “F”.

Only one “D” per year may be credited towards graduation. A second “D” as well as any “F” must be repaired in the following Summer School or, at the latest, in the next academic year.

Students will be given a grade of “Incomplete” at the discretion of the teacher of the course in extraordinary situations. Students must make up “Incomplete” grades by the date specified by the teacher and indicated on the Academic Report that accompanies the grade of Incomplete.

Upper Division students also have an option to take up to two courses (except Honors and Advanced Placement courses) on the three-point grading system (High Pass, Pass, Fail). Selection of this system must be made before mid-trimester academic reports are due for the first trimester. A student taking a course that is graded on the three-point system is expected to complete all assignments and course requirements.

A grade represents an evaluative communication between teacher and student. Questions regarding a grade should first be asked by the student who received the grade and answered by

the teacher who gave it. Parents with a question or concern about a grade should encourage their child to deal directly with the teacher. Should a question or concern remain unresolved, parents may consult the teacher and, if they still have questions, the appropriate Department Head or Team Leader. Parents should understand, however, that in all cases, the teacher retains the sole right to assign grades to his or her students.

Standardized Testing

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

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

Standardized testing in the Upper Division includes PSAT, SAT I and II tests for college admission, the ACT, and the Educational Testing Service's AP tests. The Upper Division administers the PSAT in October of the eleventh grade. The School does not administer the PSAT in grade ten. The ACT exam may now be taken at Horace Mann.

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

The Office of College Counseling coordinates AP testing. Students enrolled in an AP course are required to take the AP examination. Failure to do so may result in lack of credit for the course. Any student may take an AP examination, whether enrolled in an AP course or not, although advanced notice and payment is required for a student to sit for an AP exam. Students who fail to pay the fee for each AP examination are subject to being barred from the exam. AP score reports are sent directly to students and to the School.

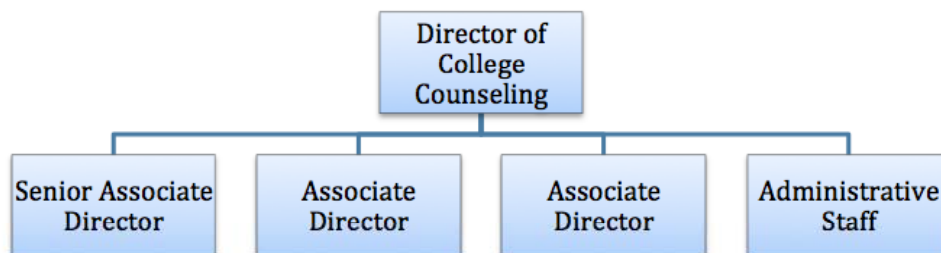
College Counseling

Eleventh grade students are assigned an individual college counselor. Individual and group meetings for parents and students are scheduled on a regular basis. The College Counseling Office provides information and support throughout the entire 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.

During the college application process in the fall, seniors may be excused from school for a maximum of three college visits. With the approval of their parents, students must obtain a form from the Deans' Office on which teachers acknowledge that they approve the absence.

College representatives visit the Horace Mann and 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

Nursery Division

The Nursery Division holds two formal parent-teacher conferences each year. The fall conference, usually in late November, provides parents with a chance to see their child's work and to learn about their child's adjustment to school. It is also a time for teachers and parents to share the goals they have for the child, and to discuss ways in which they can work together to help the child meet these goals. The spring conference takes place in March 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.

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 Fours programs. During the conferences, teachers share examples of children's work with parents as part of a discussion of the children's school experience. Parents will receive a progress report for pre-K students at the end of the school year. Teachers complete

a written progress report for kindergarten children and provide parents with a copy during the fall and spring conferences and at the end of the year.

Lower Division

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

The Lower Division issues reports, including narratives and checklist sections, for academic and non-academic subjects. Letter grades for academic subjects are introduced in the second trimester of grade four and are incorporated into the narrative section of the academic reports. Questions about progress reports should be addressed to the classroom or homeroom teacher.

Middle Division

After the first trimester, the Middle Division schedules parent-advisor conferences and drop-in conferences with subject area teachers. Students may attend the conference with their parents. The student's homeroom teacher serves as the student's faculty advisor. There are optional parent conferences in early March.

Upper Division

Upper Division teachers provide written comments to advisors at least one week in advance of the scheduled Advisor/Parent Conferences. Teachers write Academic Progress Reports six times a year—at the middle and end of each trimester—for students receiving grades of “C-“, “D” or “F” and for students receiving an Incomplete for the previous or current marking period. Teachers also write reports on students whose performance has changed significantly. In addition, teachers are encouraged to write reports commending students whose performance has improved significantly or students who need some encouragement. A copy of each Academic Progress Report written is given to the appropriate Department Head and to the student's grade dean, who mails the report to parents. Students new to the Upper Division will receive letter grades on the first academic report date, normally the middle of the first trimester.

The Role of Specialists

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

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

The Middle Division has two Learning Specialists who administer the Academic Center. They are available to all Middle Division students. In the middle years, students sometime

discover that they do not know how to study. One or several visits to the Academic Center may help them solve this problem. The Learning Specialists also meet with students who have diagnosed learning differences.

In the Upper Division, the Department of Counseling and Guidance provides guidance to students on study skill as well as help for student who may be struggling with the challenges of time and task management.

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

Academic Guidance

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

Nursery Division

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

Lower Division

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

Middle Division

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

In sixth grade, each trimester contributes 1/3 to the final grade. In courses with a final exam in seventh grade, each trimester contributes 2/7 to the final grade and the exam contributes 1/7 to the final grade, except in Foreign Languages, where the final exam counts as 1/4 of the grade for the year. In eighth grade courses with a final exam, the final contributes 1/4 to the final grade, except Science in which it contributes 1/7.

A student who has two final grades of D or F needs to repair at least one of these grades in order to be promoted to the next grade level. A student may carry only one grade of D or F into the new school year. There is no mechanism to repair more than two final grades of D or F; promotion to the next grade is not possible. In Science, History, and English there are no options to repair or replace a D or an F. Thus if a student has two or more D's or F's in these three subjects, promotion to the next grade is not possible.

Eighth grade Mathematics and Foreign Language final grades are recorded on the transcript that is sent to colleges to which a student applies from Horace Mann.

Upper Division

In the Upper Division, grade deans monitor the academic performance of all students in the Grade. The Deans strive to establish rapid and effective communication with the student, his or her parents and his or her teachers and faculty advisor to support to help the student out of academic trouble.

Academic Alert: For grades nine and ten, the first level of academic discipline is Academic Alert, a specific time period in which the student and his or her teachers are committed to increased communication. The extent of the Alert period will be a minimum of one month and the grade dean will maintain regular contact with parents during the Academic Alert period.

During Academic Alert, the grade dean arranges for a student to report more specifically and more frequently to teachers, coaches, his or her faculty advisor, and the grade dean about academic work. The grade dean arranges for mandatory special help sessions at least once each week in every course in which a trimester grade of "D" or "F" was received or is anticipated.

Academic Probation: Academic Probation is a more serious and formal level of academic discipline for Upper Division students. A student is placed on Academic Probation if it appears possible that the student will complete the year with final grades that include an "F", two "Ds", or a greater number of failing or marginal grades.

The grade dean notifies parents in writing of Academic Probation. In most cases, parents meet with the grade dean, the faculty advisor, and the student to discuss the specific conditions that he or she must meet during the probationary period. Occasionally, a specific teacher or teachers also participate in the meeting.

A student on Academic Probation must be in school at 8:30am through the official end of every school day and remain on-campus throughout the day. The School may also impose other specific probationary conditions, delineated in a formal written contract signed by the student, parents, faculty advisor, dean, Dean of Student Life and Head of the Upper Division.

Options After Academic Probation: Additional disciplinary options remain for the student who continues to fail academically following Academic Probation. Horace Mann may dismiss a student at mid-year or notify his or her family that re-enrollment for the following year is withheld or withdrawn.

A student who receives two “D’s” or an “F” must attend the subsequent session of Summer School or repeat the course in the following academic year. Only one “D” in a major course in each of grades nine through twelve may be counted as credit toward the 18 credits needed for graduation. Horace Mann strongly recommends repeating a course in which a student has earned a “D.” When a student repeats a course, both grades appear on the transcript. A required course dropped in the middle of a year must be taken again in Summer School or in a later year. Subject requirements should be carefully considered when addressing “D’s.” In Mathematics and Foreign Language sequences, grades above “D” are required to proceed to the next level of the sequence. When repeating a course, a student must plan with his or her grade dean and faculty advisor to be sure that 18 major course credits are completed before graduation.

Tutoring

Department of Counseling and Guidance/Support Services personnel and Department Heads in the relevant subject sometimes recommend tutoring or remediation. Parents should not under any circumstances arrange tutoring during the school day. The School strictly prohibits Horace Mann faculty members from tutoring students currently enrolled in their classes. No tutoring may take place on school grounds during the school day.

Peer Tutoring: Upper Division students volunteer as peer tutors under the supervision of a member of the Department of Counseling and Guidance.

Mentor Programs: Upper Division students participate in the Middle Division Mentor program that pairs an Upper Division student with one Middle Division student. Tutoring can be a part of this relationship.

Statement by the Upper Division Faculty on Parental Help and Tutoring

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

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

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

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

Outplacement Counseling and Expulsion

Horace Mann anticipates that every student will move from one Division to the next as long as his or her conduct is acceptable. When problems arise, the School responds by entering into a dialogue with the parents 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. The goal is for all students to be matched appropriately to their learning environment.

Nursery Division

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

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

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

Lower Division

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

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

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

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

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

Middle Division

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

When a student is struggling academically, including identification by two or more letter grades of C- or lower and teacher-written academic reports, parents and teachers meet to discuss ways to intervene. Meetings may include the guidance counselor and grade dean. Recommendations may include classroom interventions or other suggestions to improve academic performance as well as outside services secured by parents. Families are expected to follow the recommendations made by the educational team.

If a student receives two or more letter grades of D or F as final grades for the year, he or she may carry only one of these grades into the new school year. Mathematics courses with a letter grade of D or F or must be repeated; Foreign Language courses with a letter grade of D or F must be repeated, or the student must begin another language. Written communication may include a letter of probation. The faculty and Division Head will discuss with the family the on-going propriety of the placement.

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

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

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

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

Upper Division

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

The Head of the Upper Division may withhold a contract for the following year based upon the recommendation of the Dean of Student Life. 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 trimester; when a student fails a course needed for graduation credit and does not make it up within the subsequent academic year; when a student has had to make up more than two graduation-credit courses, or when the student's teachers and faculty advisor feel that the student's academic objectives can be met better at another school.

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

Dismissal, withdrawal or the withholding of a contract represents the most serious final consequences of academic or other disciplinary processes. Prior to such action, the parents and the School will have engaged in correspondence, meetings, and a plan for remediation. The School reserves the right to terminate a child's contract based on the unacceptable behavior of a parent as outlined in the Enrollment Contract. This unfortunate situation occurs when a parent's conduct in the community interferes with the teacher's ability to teach other students and allow others to experience 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 are designed to bring adults and children together for a shared experience. The Nursery Division holds an annual Caring and Sharing Book Fair and a Carnival with the Lower Division. Lower Division activities include school-wide events such as the Arts Festival and Carnival, as well as optional activities such as chorus, band orchestra, after-school programming and Caring-in-Action.

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

For Upper Division students, the last period of the day on Mondays and Thursdays is set aside for clubs, meetings and other activities. The clubs and activities program represents one of the many special dimensions of the Upper Division. More than 90 clubs, each with a faculty advisor, are listed in the current directory. Student publications include the weekly newspaper, monthly magazines on international politics and contemporary film, several quarterly literary magazines, a bi-monthly magazine on women's issues and annual magazines of drawing, painting and photography, among other subjects. Students produce an annual yearbook and field successful teams for such debate-related activities as Model United Nations, Junior Statesmen of America and Model Congress. Co-curricular involvement encourages leadership, cooperation, innovation, financial management, refinement of writing and editing, public speaking and strategic planning skills.

Field trips, related to the subjects being taught, are another important part of the Upper Division's co-curricular program. Upper Division teachers make use of New York City's unique cultural resources. Trips are clearly related to the subject being taught. Field trips are not scheduled during the month of May or in the final two weeks of the first and second trimesters.

Physical Education

Physical Education is an important part of each Division's curriculum requirements. The Nursery Division program aims to provide a positive, safe learning environment that contributes to the acquisition and development of movement skills. Lessons allow children to become familiar with their bodies' movement potential and lay the foundation for each child to grow and learn as a physically educated individual. Curriculum is based on the three fundamental movement skill categories: manipulative skills, non-manipulative skills and locomotor skills as well as the three movement concept categories: where the body moves, how the

body moves, and in what relationships the body moves. Two main goals for the Nursery Division movement program are to connect classroom curriculum seamlessly to movement experiences and to generate enthusiasm among the school community related to movement and healthy choices. These goals are highlighted in programs such as the “Step It Up” pedometer program, the Faculty and Staff Wellness Challenge and the Family Movement Showcase events.

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

Middle Division students attend daily Physical Education classes. Grades seven and eight take Physical Education together and grade six has Physical Education during another period of the school day. 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 trimester coinciding with the team season. Students receive a letter grade in Physical Education for each trimester. The grade at the end of the year that appears on the student’s permanent record is P or F.

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

Athletics

Athletics play an important part in the life of Horace Mann. Athletics helps students to develop both a healthy self-concept and a healthy body. Athletic competition also encourages all students —spectators as well as participants—to develop pride in their school.

Horace Mann fields teams at the Varsity level, JV (junior varsity) level, and MS (Middle Division). There are opportunities for any student who wishes to participate in interscholastic athletics. Students or parents should contact the Director of Athletics regarding the schedule of tryouts and practices for a particular team.

Fall Trimester

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

Winter Trimester

Boys Basketball V, JV, MS
Girls Basketball, V, JV, MS
Boys Fencing V, JV
Girls Fencing V, JV
Gymnastics V
Boys Swimming V, MS
Girls Swimming V, MS
Squash V
Boys Winter Track V
Girls Winter Track V
Boys Skiing V
Girls Skiing V

Spring Trimester

Boys Baseball V, JV, MS

Golf V

Boys Lacrosse V, JV, MS

Girls Lacrosse V, JV, MS

Girls Softball V, JV, MS

Girls Spring Track V

Boys Spring Track V

Boys Tennis V, VB, MS

Ultimate Frisbee V

Boys Crew V

Girls Crew V

Boys Volleyball V

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

Selection/Classification Implementation Procedures

Horace Mann permits 7th & 8th graders to qualify for Selection/Classification at the Varsity level **only** in gymnastics.

Students, teachers, coaches, or parents/guardians may request that the Director of Physical Education/Athletics process a student through the Selection/Classification screening procedure. Students will not be screened without the completion of the coach's Sport Skill Evaluation Form. The Director of Physical Education/Athletics monitors compliance with the Selection/Classification regulations, following these steps:

- Step 1: Convene a committee of the Associate Athletic Directors for Middle and Upper Divisions, along with a cross section of the coaching community to perform a pre-evaluation assessment.
- Step 2: Meet with the student's grade dean to determine if the student candidate has the maturity necessary to balance school work with after school practices/contests and social interaction with older student athletes in and out of school.
- Step 3: Process a student through the Selection/Classification procedures:
 - a. **Parents** – the director of Physical Education/Athletics will contact the parents/guardians of the student candidate to discuss the procedural process and seek parental permission

- b. **Health and Developmental Rating by Student's Physician** – the Director of Physical Education/Athletics will secure the candidates physician information and initiate the developmental screening process.
- c. **Performance Testing** – The performance test will be initiated by the Director of Physical Education/Athletics and administered by the athletic trainer as soon as all required paperwork above is secured.

Step 4: Notify the parents/guardians and request a meeting with the student candidate in order to grant permission to now participate in the tryout period associated with the higher level of specific athletic competition. All NYSAISAA tryout regulations found on the NYSAISAA Sports Standards must be followed.

Step 5: Notification announcing the student's approval to participate will be made to all schools on the student athlete's competitive schedule.

Performing and Visual Arts

In the Nursery Division, art is a form of expression that is present in all of the children's learning. The studio is a place where children explore a variety of natural and human-made materials, including art supplies and clay. The studio also encourages learning through dramatic play and water play.

As students progress to the Lower Division, the Arts experience divides into Arts-based activities that occur once or twice a week and Arts that enhance academic studies at various intervals in the academic curriculum. Choral and instrumental music are available as optional activities beginning in grade three. Both of these programs culminate with performances at the annual Arts Festival. There is no fee for instrumental music instruction in the Lower Division, but children are responsible for providing their own instruments.

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

After-School Programs

After-school offerings at the Lower Division may include sports classes (karate, rollerblading, tennis, flag football, swimming) as well as chess, cooking, drama and journalism. Enrollment is approximately 200 children per term.

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

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

Community Service and Service Learning

Nursery Division

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

Lower Division

The Lower Division's Caring-in-Action program includes activities ranging from in-school service (classroom jobs or school-wide recycling) to cross-Divisional service (Apple Fest, Admission tours, Kindergarten Orientation) to external community service (food and clothing drives, music and drama performances). The Parents Association also sponsors an annual Caring-in-Action day.

Middle Division

In the Middle Division, Service-Learning projects help to build community among students and faculty members even as they provide help to others. Students complete reflection pieces after participating in service-learning activities, compiling service-learning portfolios that are required for graduation from the eighth grade. In addition to the service-learning requirement, the Service-Learning Program also coordinates grade-wide and division-wide service projects. Several eighth graders also participate in the Service-Learning Intern Program. These students assist the faculty Service-Learning Coordinator in planning and executing activities, administering and publicizing the program and serve as role models for the community.

Upper Division

The Upper Division Community Service Program encourages students to broaden their experience of service, to help them develop skills, and to foster habits of responsible citizenship. The 80-hour minimum requirement enables students to design individual projects under the guidance of the Office of Community Service. Forty of these hours must be completed in ninth and tenth grades, and forty in the eleventh and twelfth grades. Students are allowed to complete a maximum of 40 percent (or thirty-two) of these hours through in-school service.

In-school service activities are also varied and substantive. One example is the Peer Leader program sponsored by the Department of Counseling and Guidance. Eleventh and twelfth graders work in, and often lead, the weekly orientation classes taken by ninth graders in their first trimester. They receive training and support, including a weekend retreat in the spring of the previous year.

The Office of Community Service, which is staffed by a director and an assistant, acts as a clearinghouse for service opportunities, a central record-keeping bureau for service, and a sponsor of several large-scale service projects, including the Sanctuary for Families Holiday

Dinner and the Achilles Kids for Kids Olympics. Other than these and several other organized opportunities, the choice and responsibility is left to the students to contact organizations and plan their individual participation.

Center for Community Values and Action

The Center for Community Values and Action, founded in 2006, takes a leading role in connecting Horace Mann to the wider community and in developing service-learning projects. The CCVA's mission is to "connect education, ethics and action." The CCVA accomplishes this by coordinating the Horace Mann All-School Service-Learning Day, a collaborative effort involving Horace Mann, the Kingsbridge Heights Community Center, and Van Cortlandt Park. Students, parents, faculty members, and residents of the Kingsbridge Heights community work together in a variety of projects at all three locations.

The CCVA sponsors an Upper Division Service-Learning Team, in which students volunteer during trimesters when they do not have a sports commitment. The Team travels weekly to Kingsbridge Heights Community Center to work with the after-school program, which serves kindergarten through fifth graders. The Team also weekly meets for reflection, learning and planning.

Summer Programs

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

The June Program and Day Camp programs are open to students from the Nursery, Lower and Middle Divisions. The June Program bridges the part of the gap between the end of the school year and the start of Day Camp. It also gives children who will be new to the School or on a new campus the next fall a chance to become familiar with the facilities and faculty and to meet new friends. The Day Camp utilizes the athletic facilities on the Lower and Upper Division campuses and provides a variety of off-campus field trips.

The Summer School offers more than 20 courses, many taught by Horace Mann faculty, for Middle and Upper Division students from Horace Mann and other schools. Students take summer courses for advancement, enrichment or mandatory remediation.

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

Part II: Community Ethics

Overview

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

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

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

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

Respect for Others

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

Violence and Intimidation

One way Horace Mann students show respect is by creating an environment that is free from violence or intimidation. Students have a right to expect personal safety at school, during School-sponsored activities and when traveling on school buses. Perpetrators of physical violence or intimidation will be subject to disciplinary action, up to and including expulsion. Students also must comply with the School's policy on Anti-Harassment and Bullying. (See page 59.)

In keeping with the School's policy of maintaining a safe and secure environment, Horace Mann prohibits students from possessing any sort of weapon at School or during school-sponsored trips and activities.

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 Security Officer or grade dean as soon as possible after the event.

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

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

Off-Campus Conduct

Horace Mann believes that students 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 *Family Handbook* makes clear, we view conduct outside of school or school-sponsored activities as the responsibility of parents and students. While the Head of School, the Division Heads, Deans, and Guidance Counselors are available to advise students, parents, and other members of the community on conduct that affects Horace Mann's mission and values, it is not the policy of Horace Mann to monitor or regulate private conduct that does not involve the School unless it has an impact on the good name of Horace Mann. This policy also applies to student computer and Internet use off campus.

Teacher Recognition

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

Lower Division Expectations -Code of Conduct



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

Parties and Gifts

One way that Horace Mann students show respect for others is by treating each other with sensitivity, including during happy events such as parties. The School, for example, recognizes that birthdays are important events in the lives of children. In the Nursery Division, children's birthdays are recognized by sharing a breakfast treat provided by the family. Parents come to school, and often the family donates a book to the classroom library. In the Lower Divisions, children may celebrate their birthdays in school, provided that all class members are equally included.

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

Academic Integrity

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

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

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

Middle Division -- Disciplinary Rules

In the Middle Division, the range of penalties for violating standards of acceptable conduct includes: a reprimand; detention during free periods; a letter to parents; a conference with parents; in-school suspension; suspension; probation; expulsion; or any combination of the above. 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 grade deans are responsible for deciding disciplinary consequences. Although the School sometimes follows a plan of progressive discipline, the School reserves the right not to do so in appropriate cases.

Students in the Horace Mann Middle Division are expected to uphold the qualities of honesty and respect. Tolerance and responsibility are also embodied in the Horace Mann Middle Division's Honor Code and are the standards by which behavior shall be judged.

The Horace Mann Middle Division Honor Code

Violations:

- Cheating in any form.
- Submitting another's work as one's own. Students must submit their own work, with no help from others unless specifically permitted.
- Plagiarism. If a student uses someone else's work, he or she must cite the source.
- Students cannot look on another person's paper during an examination.
- Allowing someone to take answers from your paper is cheating. Students are not permitted to receive the questions or answers from an examination.
- Stealing.
- Intentionally damaging property that is not your own.

Consequences:

When a student violates the Honor Code, four people will meet to discuss the proper consequences. These people include:

- The Head of the Middle Division
- The Dean of the student's grade
- The teacher in whose class the violation was committed
- The student who committed the violation.

The teacher involved should talk to the dean of the grade. If a consequence is warranted, there will be a meeting among the four people mentioned above and the parents of the student

Upper Division Code of Conduct and Discipline

The major disciplinary rules of our School derive from our values and mission and represent the expected standards of student behavior in the Upper Division at Horace Mann. When a student violates one or more of these rules, he or she is subject to our disciplinary procedures. In general, Horace Mann is a “two-strike” school in regard to serious disciplinary offenses. First offenses which in our judgment are of a particularly serious nature, however, may incur the most severe penalties, including suspension or expulsion.

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

Major disciplinary offenses include the following:

1. 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;
2. 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;
3. Acting dishonestly, including willfully misrepresenting one's whereabouts or intentions, misusing or falsifying school documents, or lying;
4. 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;
5. 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;
6. Stealing, appropriating, or destroying the property of others or of the School;
7. Behaving in a way that violates community norms in relationship to inappropriate displays of affection or sexuality;

8. Breaking any local, state, or federal law, no matter where the offense occurs;
9. 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 discipline of the School at the time of the offense;
10. Breaking the Acceptable Use Policy in relationship to computers;
11. Repeated violations of school rules such as those pertaining to attendance, or repeated violations of the behavioral expectations of the School.
12. The rules stated above are not all-inclusive. Students may be disciplined for common sense violations of community values and expectations other than those enumerated above.

Disciplinary Responses

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

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

Disciplinary responses include but are not limited to the following:

- **Warning and admonition:** This response includes a conference with the student and his or her parents as well as a letter in which the student is notified of the nature of the misconduct and is put on notice that future such offenses will result in more serious disciplinary action.
- **Loss of a specific privilege:** This response may prohibit the student from being in a specific place, such as Katz Library, Prettyman Gymnasium, or the Cohen Dining Commons; it may bar the student from participation in a specific activity such as going on a school-sponsored trip, functioning as a Student Ambassador, or representing the School at a public function.
- **Loss of off-campus privileges:** This response means that students must sign in at the beginning of the day and sign out at the end of the day, and they must attend Study Hall when not in class, at lunch, or meeting with a teacher. This consequence may be imposed for as long as seems appropriate, given the nature and context of the offense. In most cases, loss of off-campus privileges lasts for a period ranging from one day to two weeks.

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

Disciplinary Procedures—The Disciplinary Council

Violations of major school rules will be judged by the Disciplinary Council. The Disciplinary Council consists of the following nine members, five of whom are faculty, four of whom are students: The Dean of Student Life; the Associate Dean of Student Life; three faculty members chosen by the faculty; the Student Body President; the Presidents of the senior, junior, and sophomore classes. A chosen faculty member will function as a faculty alternate; the Student Body Vice-President will function as the student alternate. The alternate members will replace either a faculty member or a student member who is unable to attend the meetings of the Disciplinary Council. At the will of the Dean of Student Life, the Disciplinary Council may meet without the full complement of members. Members of the Disciplinary Council serve at the pleasure of the Dean of Student Life.

The Disciplinary Council meets after the offense has been reported to the Dean of Student Life. 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 his or her behavior. The student will be informed of the alleged rule-breaking before the Disciplinary Council calls him or her. The student who is alleged to have committed the offense is encouraged to have a faculty member, such as his or her Advisor or another faculty member of the student’s choosing, appear before the Disciplinary Committee to make a presentation on his or her behalf. The faculty member called by the student will not, however, be present while the Council deliberates. The Disciplinary Council may call upon other community members in its deliberations. The rules of evidence do not apply to the disciplinary process. No outside representatives of the student whose behavior is under disciplinary review, such as parents or lawyers, may participate in the process. Appeals of decisions of the Disciplinary Council will be heard by the Head of the Upper Division only when there is new evidence bearing on the matter which was not 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. He or she decides the disposition of

individual disciplinary cases. The Head of the Upper Division or the Dean of Student Life will contact the parents of the student whose behavior is under disciplinary review.

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

Disclosing Disciplinary Responses to Other Institutions

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

The Honor Code

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

The Horace Mann Upper Division Honor Code 2011-2012

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

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

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

Signature

Date

Print Name

GRADE

A Note to Parents:

The Honor Code was initiated and developed by student representatives to the Horace Mann Governing Council in October, 2000. The Council, made up of faculty and student representatives, approved the code in November. The School administration has consequently adopted a policy that calls on all students to sign the code statement each academic year. In the fall of 2004, the Governing Council amended the Honor Code with the addition of provisions 7-9.

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

To ensure that you are aware of the Honor Code, and to encourage discussion of its content, we are requiring your child to secure your signature of the code as a witness to her or his signature.

Parent(s) signature as witness: _____
(Date)

Plagiarism and Cheating

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

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

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

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

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

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

Second offense: The second instance of plagiarism or cheating is considered a much more serious offense than the first. The student will receive the double "F," as described above, and will appear before the Disciplinary Council. The Disciplinary Council may respond by suspending or expelling the student. The second offense may occur in a different class from the first, and may have occurred before the first offense, if the student has not acknowledged it as described above.

Using Cell Phones at Horace Mann

The use of cell-phones is not permitted in class. When entering class, students must turn off their cell phones and put them away. Getting or receiving calls during class is strictly forbidden, as is the taking, sending, or receiving of audio and/or video recordings or text-messages, or use of the cell phone for any other purpose. Students who do not follow this reasonable rule subject themselves to the disciplinary procedures of the School.

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

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

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 students at the time they purchase textbooks at the beginning of the academic year. Students assume responsibility for having their identification cards available for presentation upon request by a Horace Mann faculty or staff member.

Tobacco, Alcohol, Drugs, and Gambling

The possession, use, sale, purchase or transfer of drugs (except for prescribed medications), 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. 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;
- not block the aisles with chairs or book bags;
- not steal food from the cafeteria;
- refrain from noisiness in conversation or in the use of cellular telephones;
- use radios or I-Pods only with headphones at a low volume; and
- cooperate with the cafeteria staff, supervising teachers, and students.

Student Responsibilities – John Dorr Nature Laboratory

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

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

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

Attendance

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

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

While absences for short-term illnesses and the occasional appointment are understandable, we are a School that values a student's consistent participation throughout the year. The School reserves the right to cancel any student's enrollment contract wherein the cumulative number of late arrivals, early dismissals and absences, excused or unexcused, is deemed counterproductive to the teaching-learning experience. Absences during any given school year may preclude a student from being promoted to the next grade level and, in some cases, may preclude the issuing of an enrollment contract for the following year. Promotion and the decision to issue an enrollment contract are at the sole discretion of the School.

In those instances wherein a serious, long-term medical concern presents for an enrolled child, his or her parents are to contact their child's Division Head for further guidance. Please consult the Upper Division portion of this section for additional information about absences and the awarding of credits.

Nursery Division

The Nursery Division has an Early Bird room from 8:00am 8:40am for children who arrive early. Classroom arrival is between 8:40am and 9:00am. The School expects children to be in their classrooms and ready to start the school day by 9:00am. (12:15pm for the afternoon Threes class) Dismissal is at 3:00pm, Monday through Friday. Dismissal for the morning Threes is at 11:45am.

Lower Division

Lower Division teachers are available in their classrooms beginning at 8:20am, although supervision is available in the library for children who are dropped off early. Classes begin at 8:45am. The Lower Division regularly dismisses students at 3:15pm on Monday through Friday.

Middle Division

In the Middle Division, homerooms begin at 8:20am and all students are expected to remain at school from the time of their arrival until dismissal at 3:10pm (3:35 on Day 2 Tuesdays). Parents who require exceptions must make written requests to the Middle Division office.

Upper Division

Upper Division classes begin at 8:35am and end at 3:50pm on Mondays and Thursdays, at 3:35pm on Tuesdays in week 1, (3:10pm on Tuesdays in week 2) and at 3:10pm on Wednesdays and Fridays.

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

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

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

Unexcused Absences and Lateness

Any student who was absent from a class and was not excused will be notified through his or her Horace Mann e-mail account and asked to come to the deans' office immediately.

- For the first unexcused absence, the student is required to spend two periods in Study Hall.
- For the second unexcused absence, the student is required to spend one week 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 the student is required to spend two weeks 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 Disciplinary Council.
- Five instances of lateness 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 Disciplinary Council.

Total Absences—Excused and Unexcused

If a student misses 20% or 10 classes in a trimester (5 in a half-credit course), for any reason, a meeting with the teacher, advisor and grade dean will be called in order to determine whether credit can be given for that course. Then a meeting with the family will be called to talk about the problem and possible solution. Before credit is granted, reasons for the absences and the extent to which missed work has been satisfactorily made up must be evaluated.

Dismissal

Nursery and Lower Divisions

The Nursery Division dismisses students only to an authorized escort or a scheduled bus. Teachers and staff escort students to the school buses, which depart at 3:15pm, Monday through Friday.

When a family arranges a play date with a child(ren) from another family in the Nursery Division or the Lower Division, parents of *both* (or all) the children must submit a play date note to the children's teachers.

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

Lower Division teachers escort students to the school buses. If picked up for an early dismissal, Lower Division students should meet the escorting adult in the main office. Each child must be signed out.

Middle Division

The School dismisses Middle Division students at 3:10pm, on all days in week 2 and Monday, Wednesday, Thursday, and Friday of week 1. Dismissal is at 3:35pm on Day 2 Tuesdays. 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 event, to use the library or to participate in an activity supervised by an adult. The late bus departs daily at 6:00pm.

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 written parental request, which parents should give the Upper Division Attendance Office as soon as the student arrives at School. Upper Division buses depart from Tibbett Avenue, north of 246th Street. The late bus departs daily at 6:00pm. Students and parents are responsible for travel arrangements after 6:00pm.

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. The School strongly advises students to exercise caution if they go "down the hill." 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 6:00pm. Only students participating in faculty-sponsored after-school activities such as newspaper activities and performing arts rehearsals may remain on campus after 6:00pm. Students and parents are responsible for travel arrangements after 6:00pm.

Lateness

Nursery and Lower Divisions

Children in the Nursery and Lower Divisions are expected to be on time. Parents of children who take the bus are expected to have their children ready for pickup at the assigned departure time. Late bus pickups cause inconvenience to the entire route. Parents who drive their children to school must drop them off with ample time to make the transition into school. Lower Division students arriving late to school for any reason should check in with the main office before going to their classrooms.

Middle Division

In the Middle Division, unexcused lateness, including lateness that is the result of oversleeping and missing the school bus or other scheduled transportation will be recorded on student report cards. Middle Division students who are late must also sign in at the School Office and 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 his or her first class, a parent or guardian must report the reason for the lateness to the Attendance Office. The student must also sign in at the Deans’ Office immediately upon arrival at school.

Attire

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

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

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

The Lower Division has the following additional clothing guidelines:

- Children should wear sneakers, closed shoes, or sandals with heel straps. Shoes should close securely with ties, buckles, or Velcro and stay on a child’s feet when walking or running. Children should not wear flip-flops, crocs, or sandals without heel straps.
- Children should not wear spaghetti-strap styled tank tops or strapless tank tops.

- See-through mesh shirts and short shorts are not appropriate school attire.
- Girls should avoid very short skirts and very long skirts that they could trip on.
- When choosing t-shirts, please make sure the phrases and logos are suitable for school.

In the Middle and Upper Divisions, students are expected to come to school wearing clothing that is neat, clean, in good repair and appropriate for the school day. Shoes need to be appropriate for the stairs. Hats may be worn to and from school, but not gymnasiums or theaters and may be worn in class only at the discretion of the teacher.

The Upper Division does not impose upon students a formal dress code. Students, however, are expected to dress in a way that is respectful of the core values and academic purposes of the School. Clothing should reflect individual choices; it must also, however, conform to an environment in which all community members feel comfortable. At special occasions, students are expected to dress in accordance with the formality of the event. Ostentatious displays of lifestyle or sexuality are inappropriate; excessively revealing shirts or shorts are not permitted; T-shirts with inappropriate images or messages are not permitted. Students who are not properly dressed may be given school clothes to wear, asked to change clothes, or sent home. Students who repeatedly disrespect the expectations of student dress are subject to the disciplinary procedures of the School.

Transportation

School Bus Conduct

Although Horace Mann does not supervise school buses, the School requires students to behave appropriately when traveling to and from school and on school trips.

- a. Students must obey any reasonable request made by the bus driver.
- b. Students must be ready for pickup at the assigned departure time.
- c. Students must wear seatbelts and must wait until the bus is stopped before unfastening their seat belts and leaving their seats.
- d. Students must remain seated properly in their own seats, not hanging out of windows or blocking aisles.
- e. Throwing objects inside or outside of a vehicle is strictly forbidden.
- f. Conversation inside the vehicle must be kept at a moderate level.
- g. Physical aggressiveness in any form will not be tolerated.
- h. Students may not engage in verbal abuse, teasing or taunting.
- i. Younger children are expected to keep their belongings to themselves.
- j. Neither food nor drink is permitted in any of the vehicles.

- k. In the Nursery and Lower Division, special dismissal arrangements (play dates, etc.) must be made in advance and in writing.
- l. Contracting for private, on-campus bus pickups is strictly prohibited.

Driving and Parking Rules for Upper Division Students

Grade twelve students with appropriate licenses and written parental permission may drive to school and park in school-supervised spaces. Eleventh grade students are not permitted to drive to or park at school. The Director of Facilities Management and Security issues and approves all student parking applications. Students may not park in the School's designated spaces without approved parking stickers. Violation of this policy can result in automatic rejection of subsequent applications.

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

Parking for Parents and Visitors

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

Nursery Division

Parents may drop off and pick up Nursery Division students in front of the School before 8:45am, but may park only briefly. The curbside in front of the Nursery Division must be kept clear to ensure the safe arrival and departure of all children.

Lower Division

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

Middle and Upper Divisions

The Middle and Upper Division campus has limited visitor parking.

Computer Use

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

In the Middle Division, Computer Mastery classes are taught in each grade to insure that each student possesses relevant computer skills throughout their middle division years. These emphasize the value of computers and technology in all academic disciplines as tools for learning. In the Upper Division, a range of introductory and advanced opportunities in computer applications and Computer Science are offered. Each student in the Upper Division is required to enroll in one computer course in his or her four years of high school. These courses cover topics ranging from Media Literacy, Desktop Publishing, HTML and Java to advanced courses in robotics, Computer Science and web site management.

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 Horace Mann's policy regarding off-campus conduct applies to student computer, electronic mail and Internet use at home and elsewhere.

Reporting Violations

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

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

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

Computer Use Agreement

In the Lab

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

In the Library

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

Using the Computer

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

Using Electronic Mail and the Internet

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

Anti-Harassment and Bullying Policy

Students have the right to feel safe and respected, and to work and learn in an environment that is free from harassment and bullying, including sexual and other types of harassment/bullying. This policy applies to all campuses of the School, all school-sponsored and affiliated events, and transportation provided by the School. It applies to harassment/bullying between students, and between adults (teachers, administrators and staff) and students. No student shall be subjected to harassment/bullying by employees or students on school property or at a school function. The School prohibits all forms of harassment/bullying as defined herein.

Definition of Harassment/Bullying

Harassment/bullying is the creation of a hostile environment by conduct or by verbal threats, intimidation or abuse that 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 conduct, verbal threats, intimidation or abuse that reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety. Such conduct, verbal threats, intimidation or abuse includes but is not limited to conduct, verbal threats, intimidation or abuse based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, sex, or any category protected by law. 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.

Definition of Sexual Harassment

Sexual harassment is a type of harassment/bullying. It 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; displays of sexually suggestive objects or pictures; and obscene gestures or materials. This list is not all-inclusive. Other unwelcome acts of an offensive nature may also constitute sexual harassment.

Romantic or sexual relationships between adults (teacher, administrator or staff member) and students are expressly prohibited.

General Procedures for Reporting Complaints

The School encourages all members of the Horace Mann community to report all incidents of harassment/bullying, regardless of who the offender may be. The School will take prompt, reasonable action to prevent, investigate and remedy harassment/bullying.

The School has designated certain faculty members as "Point Persons" who are responsible for receiving, responding to and investigating harassment/bullying complaints with coordination provided by the Head of School. In addition to the Point Persons, harassment complaints under this policy can be made to the Chair of the School's Board of Trustees or the Chair of the Audit Committee (each, a "Designated Trustee") in accordance with the procedures set out in the School's Whistleblower Protection Policy (Appendix 2 of this *Handbook*) or any member of the School's Administrative Council. A list of Point Persons, members of the School's Administrative Council and the names of the Designated Trustees can be found in this *Handbook* and in the online and printed *Directory*.

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

The School recognizes that false accusations of harassment/bullying can cause serious harm to innocent persons. Although the School encourages complaints made in good faith, if an investigation reveals that a student or parent knowingly or maliciously accused another person falsely of harassment/bullying, Horace Mann will take all appropriate action.

Reporting Harassment/Bullying by Students

Any student who believes that he or she has been or is being harassed or 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;

If the student is uncomfortable with speaking directly to the person or if the harassment/bullying does not stop, report the incident to a Point Person who will report it to the Division Head; or

Report the incident directly to the Division Head, who will consult with the Head of School and then direct the matter to the appropriate Point Person or other members of the School's Administrative Council for investigation; or

Report the incident to a Designated Trustee through the School's Whistleblower Protection Policy.

Any parent who believes that a student has been or is being harassed/bullied by another student or any parent who has witnessed an incident of harassment/bullying by another student should:

Report the incident to a Point Person who will report it to the Division Head; or

Report the incident directly to the Division Head, who will consult with the Head of School, then direct the matter to the appropriate Point Person or other members of the School's Administrative Council for investigation.

Reporting Harassment/Bullying By Adults

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

Report the incident to a Point Person, who will report it to the Division Head, who will report it to the Head of School; or

Report the incident directly to the Division Head, who will consult with the Head of School, then direct the matter to the appropriate Point Person or other members of the School's Administrative Council for investigation.

Report the incident to a Designated Trustee through the School's Whistleblower Protection Policy.

Any parent who believes that a student has been or is being harassed/bullied by an adult or any parent who has witnessed an incident of harassment/bullying by an adult, also should take the steps described above.

Investigations

Following consultation between the student and the Point Person(s), member or members of the School's Administrative Council or a Designated Trustee, the School will determine whether further investigation is required. The Point Person(s), member or members of Administrative Council or the Designated Trustee will promptly investigate any such matter. The investigation may include interviews of the complainant, the alleged offender and others. It may also include other methods, such as recommending an outside investigator. The Point Person(s), member or members of the School's Administrative Council or the Designated Trustee may ask the alleged offender to respond to a complaint in writing. Depending upon the seriousness of the complaint, the Head of School may become involved.

Discipline

If the Division Head or Head of School determines that the School's policy prohibiting harassment/bullying has been violated, the School will take disciplinary action against the offender. Such action may include, but is not limited to: a verbal warning to the offender and referral of the case to the School for regular disciplinary procedures. Discipline may include suspension or expulsion for students, and, for school staff, probation, suspension or termination of employment. In addition, the Guidance Department receives notice of all cases involving harassment/bullying by students and may require appropriate counseling when appropriate.

Recordkeeping

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

Training

Horace Mann offers instruction and training to all members of the School community on issues of harassment/bullying and the School's related policies. This training generally occurs through meetings, workshops and videos. The School also notifies all incoming students and employees of this policy. In addition, all Point Persons, 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.

Point Persons, Designated Trustees, and Members of Administrative Council

The following trustees and employees are designated as “Point Persons” who are primarily responsible for receiving, responding to, and investigating harassment and bullying complaints under the direction of the Head of School.

Designated Trustees

Steven M. Friedman
Edward Levy

Susan Carnochan, UD
Glenn Sherratt, Dorr Lab
Judy Lynch, Staff

John McIvor
Lisa J. Moreira
Deena Neuwirth
Canh Oxelson

Point Persons

Marisol Roman, ND
David Cutler, LD
Monica Gerken, LD
Anitra Swaminathan, MD
Tim Ho, MD
Rebecca Bahr, UD

Administrative Council

Thomas M. Kelly
Robert Annunziata
Jason Caldwell
Robin Ann Ingram
Adam Kenner
Marcia Levy

Melissa Parento
David Schiller
Glenn Sherratt
Wendy Steintal
Barbara Tischler
John Yeager

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

Mandatory Reporting Procedures for Child Abuse and Maltreatment

Under New York State Social Services law and the Family Court Act, all school officials must report suspicions of child abuse and maltreatment when they have reasonable cause to suspect that a parent or legal guardian of a child coming before them in their official or professional capacity has abused or maltreated the child. School officials include but are not limited to, teachers, 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 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 Statewide Central Registry of Child Abuse & Maltreatment (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 his or her care:

- 1) Inflicts or allows to be inflicted upon the child serious physical injury, or
- 2) Creates or allows to be created a substantial risk of physical injury, 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, or incest.

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 "maltreated 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 his or her parent or other person legally responsible for his care to exercise a minimum degree of care:

- 1) in supplying the child with adequate food, clothing, shelter, education, medical or surgical care, though financially able to do so or offered financial or other reasonable means to do so; or
- 2) in providing the child with proper supervision or guardianship; or
- 3) by unreasonably inflicting, or allowing to be inflicted, harm or a substantial risk thereof, including the infliction of excessive corporal punishment; or
- 4) by misusing a drug or drugs; or
- 5) by misusing alcoholic beverages to the extent that he or she loses self-control of his actions; or
- 6) by any other acts of a similarly serious nature requiring the aid of the Family Court; or
- 7) by abandoning the child.

Procedure

- A mandated reporter who has concluded, based on what he or she has observed or been told, combined with his or her training and experience, that he or she 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.
- The Head of School must be notified, either in consultation before a call is placed, or promptly thereafter.
- The Head of School and his designated representatives are responsible for subsequent information and follow-up necessitated by the call.
- The Head of School will decide if, and by whom, the student and/or family may be contacted prior to or following the report.
- 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 Division Head or Head of School who will determine if an additional report must be made in the other venue.
- Within 48 hours after the call to the SCR, the Head of School, Division Head or his/her designated representative must prepare a written report using form LDS-2221-A.
- If after a report has been made to the SCR regarding a specific child, any further information that leads a mandated reporter to have reasonable cause to suspect further or continued abuse, maltreatment or neglect of the same child, another report must be made to the SCR, following the same guidelines.
- The School will cooperate with law enforcement and child protective services in any investigation related to child abuse and maltreatment under this policy. Such cooperation includes but is not limited to permitting a student to be interviewed at the School and complying with all requests for records made by local Child Protective Services when such records relate to a report made under this policy. Parental consent is not required.

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. Additionally, failing to report may result in a civil lawsuit for monetary damages.

As provided by law, the School will not take retaliatory personnel action against any employee who believes that he or she has 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.

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

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

Part III: Counseling and Guidance/Support Services

Overview

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

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

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

Support Services Team (Nursery and Lower Divisions)

In the Nursery Division, a psychologist, 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. The Support Services Team maintains close contact with all professionals working with a particular child or family.

In the Lower Division, the psychologist and the support services team coordinator arrange counseling services. Where appropriate to continuing any services provided in the Nursery Division, the Lower Division provides a comprehensive annual reading assessment for students in grades one through three. The Support Services Team works with parents whose children need outside psycho-educational or neuropsychological evaluations. It also is involved in any disability accommodation process. Lower Division personnel include a school psychologist, a team of reading and learning specialists, a speech and language pathologist, a math specialist and the school nurse. Instruction and remediation are provided through the literacy center, the math lab and the speech lab. The nurse maintains close contact with other Support Services members and also communicates with the Food Services Department.

Counseling and Guidance in the Middle and Upper Divisions

The Middle Division Director of Guidance and two Learning Specialists comprise the Department of Guidance and Counseling for the Middle Division. The Middle Division Director coordinates the advisor program and provides counseling to students and parents who require further evaluation and support. The Academic Learning Center has full-time staff and is designed to support students in their academic work. The Middle Division guidance program has two primary components: an advisor program and a counseling program. The advisor program includes approximately 46 faculty members who serve as advisors to approximately 10 students each.

The Upper Division's Director of Counseling and Guidance oversees the work of a staff that includes psychologists and a social worker. The Upper Division advising program includes a special grade nine orientation and advising program.

Counseling Services, Outside Referral and Crisis Intervention

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

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

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

Policy on Learning Differences and Other Disabilities

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

Virtually every school population, including Horace Mann, includes students with learning or other disabilities. Horace Mann has developed the following Policy to explain how it defines disabilities and how it assists students who have them. The School's Policy is predicated on the notion that our community should be sensitive to disability issues while maintaining the School's high standards. We believe that, although it is ultimately up to the School to decide whether and to what extent a student's learning or other disabilities should be accommodated, responding to such limitations 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 that the School may not accommodate many 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 purported disabilities on a case-by-case basis.

Disabilities can be either physical or mental impairments. To be disabled for purposes of the Policy, all of the following criteria must be met: (a) the student must have a physical or mental impairment; (b) the impairment must substantially limit one or more major life activities of the student; and (c) 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 of the following body systems: neurological, musculoskeletal, special sense organs (e.g., vocal cords, soft palate or tongue), respiratory, cardiovascular, reproductive, digestive, genitourinary, hematic, lymphatic, skin, and endocrine systems. Simple physical characteristics such as left-handedness or the color of one's eyes, hair, or skin are not physical impairments.

Mental impairments include mental or psychological disorders, such as emotional or mental illness and organic brain syndrome. Specific learning differences or disorders, such as attention deficit disorder and attention deficit hyperactivity disorder only sometimes meet the definition of disability under the Policy. Disadvantages attributable to environmental, cultural or economic disabilities that do not otherwise meet the definition of disability are not disabilities, nor are such traits as poor judgment, test anxiety, and quick temper.

Impairments that are correctable generally are not disabilities. A student with poor eyesight does not have a disability if he or she can cure the problem by wearing eyeglasses or contact lenses. Similarly, a student's hyperactivity that is correctable with drugs such as Ritalin is not a disability. When determining whether a limitation or disorder rises to the level of a disability in the context of mitigating measures, the School considers the side effects of any corrective measures, such as medication side effects.

A disability also must substantially limit a major life activity. Major life activities include such activities as: caring for oneself, performing manual tasks, walking, seeing and breathing. Disabilities are assessed in terms of the nature and severity of the impairment, as well as the expected duration and permanent or long-term impact of the impairment. A determination regarding the existence of a "substantial limitation" is made by comparing the person contended to be disabled to others of similar age and capacity. A disorder or a difference that merely prevents a student from excelling in a certain academic subject or in a given task in comparison to his or her classmates usually does not constitute a disability.

Making an Accommodation Request

Students, parents and caregivers should direct requests for accommodations for disabilities to the Accommodation Request Committee, which is chaired by a Learning Specialist and also includes other members of the Horace Mann community, such as members of the Department of Counseling and Guidance/Support Services and the School Nurse. The Committee may request the input of others, such as medical experts or school faculty members. The Committee, or a subset thereof (e.g., a divisional sub-committee), as determined by the Chair of the Committee, considers all requests for disability accommodations. Requests to teachers, administrators or individual members of the Department of Counseling and Guidance/Support Services will be directed to the Committee. No person or entity other than the Committee is authorized to grant accommodation requests.

Providing Proper Proof of the Need for Accommodation

For Horace Mann to consider any request for a disability accommodation, it must receive from the requesting student, parent or caregiver appropriate medical and/or psychological documentation of the disability, as well as current, medically certified proof of the need for the requested accommodation. Depending upon the circumstances, the Committee may require the parents or caregivers to provide additional information regarding the purported disability.

The Committee often requires students to undergo testing to establish the existence and extent of a disability. For example, the Committee generally requires a specialized learning disability evaluation for learning disabilities, as well as hearing tests, physical agility tests and vision examinations in certain circumstances. The School will consider reports and evaluations regarding student disabilities and accommodations only from medical professionals with the appropriate level of expertise who have actually performed the evaluation or examination. Reports and evaluations submitted to the School must be on letterhead, typed, dated, and signed. Such reports should address only issues relevant to the specified disability or request.

Determining the Appropriate Accommodation

Once the Committee receives documentation of a student's disability and his or her ability to meet School standards and expectations with or without reasonable accommodation, it will assess whether the requested accommodation is appropriate. Deciding what accommodations are reasonable and necessary is an interactive, cooperative process among the School, the student, and his or her parents. The School does not guarantee that it will implement a parent's, physician's, or outside evaluator's recommendations. The Committee will, however, discuss possible accommodations with the student and his or her family to attempt to reach a mutually acceptable resolution.

To assist in evaluating the appropriate accommodation, the Committee usually asks parents to sign a Statement of Informed Consent detailing the extent and limits of the confidentiality of the student's request for an accommodation and/or classification as learning disabled. On behalf of each student, the Committee also often sends a letter to the applicable teacher(s) informing him or her 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 also generally asks the outside evaluator be present at this meeting to discuss his or her findings.

The Committee considers many factors when deciding whether and to what extent Horace Mann 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 community.

The Committee will inform the student, parent or other caregiver of its decision regarding the requested accommodation. If the Committee denies a request for an accommodation, or if it offers an alternative accommodation, it will explain its reasoning. Given the deliberative and interactive nature of the accommodations process, making decisions regarding accommodations can be time-consuming. The School, therefore, urges students and parents to request accommodations as soon as possible, so that there is sufficient time to 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 his or her parents' responsibility to follow up with the Committee about changes to the student's disability status or need for accommodation. In particular, parents are responsible for promptly submitting the materials necessary to conduct learning disabilities re-evaluation at the appropriate time for the individual student.

Procedures Regarding Learning Differences and Other Disabilities

Overview

Horace Mann enrolls students who have learning differences and learning disabilities. It is the School's philosophy to place learning disorders—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 or learning disability.

Referral

Learning differences and learning disabilities can be identified at various stages in a child's development. In some cases, they are identified prior to entrance into Horace Mann or at a time of transition between Divisions. When a student undergoes an evaluation for learning issues

prior to entry to any Division, parents of the incoming student should schedule an appointment with the appropriate Learning Specialists in the new Division.

It is Horace Mann's policy that individual faculty members not recommend evaluations to individual students or parents. Rather than basing recommendations for evaluations on their individualized experiences with students in class, faculty members instead consult with the Learning Specialist 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 difficulties; the existence of a learning disability is only one.

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

- Parents who have concerns about the educational achievement and possible learning difficulties should make an appointment with the Learning Specialist or other member of the support services staff in the student's Division. At this meeting, the parents will be informed about the procedures involved with evaluation and classification of learning disorders, as well as services available at Horace Mann.
- Parents may select a learning difference evaluator of their own or consult with the Department of Counseling and Guidance/Support Services for a list of professionals located in the area. Please note that the suggestion of possible evaluators by Horace Mann does not imply any endorsement of the evaluator by the School or any agreement by the School to be bound by the recommendations, policies or procedures of the evaluator.

Although nothing prohibits parents from seeking an evaluation without involving the School, Horace Mann discourages this practice. While Horace Mann understands that some parents hesitate to discuss evaluation and learning issues openly with school officials before receiving results, Horace Mann 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.

Obtaining an Evaluation

Horace Mann requires a psycho-educational assessment before a student may obtain accommodations for a learning disability, such as ADD, ADHD, or dyslexia. Financial need should not interfere with the ability of a student to receive a high quality evaluation for learning disabilities. Parents are entitled to an evaluation conducted by their local school district's Committee on Special Education at no cost. In addition, the Learning Disabilities Specialist maintains a list of individual practitioners who offer a sliding scale fee structure as well as university clinical services through which services are offered at substantially reduced costs.

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 disabilities be tested only by persons with appropriate doctorates and medical degrees. The following professionals are generally considered to be qualified to conduct such evaluations: Licensed Clinical, Educational, School or Counseling Psychologists; and Neuropsychologists. 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 employees to do not evaluate students for learning disabilities.

The School requires all reports regarding learning disabilities to be on letterhead, and to be typed, dated, and signed. Reports forwarded to the School should address only issues relevant to the student's educational program and planning. Parents should be mindful that, in all of the School's Divisions, providing reasonable accommodations is based upon an individualized assessment of the current impact of the student's disabilities on his or her academic performance. Finally, the School requires re-evaluation of all elementary and secondary school students with diagnosed specific learning disabilities every three years. This also is the policy of the College Board in reference to SAT accommodations.

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 learning disabilities that require accommodation. 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;
- an indication of the substantial limitation to current learning presented by the learning 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 needed and how the effects of the specific disability are mediated Accommodations for Learning Disabilities

Accommodations for Learning Disabilities

Horace Mann considers all reasonable accommodations for students' learning disabilities and assesses requests for accommodations on an individual basis and most commonly accommodates students' learning disabilities by granting extended time on tests and quizzes and by permitting the use of specialized equipment, such as a laptop computer. Except in the most unique circumstances, Horace Mann does not grant more than double time to complete examinations or quizzes. To do so would significantly erode the School's rigorous educational program and would prevent a student from fulfilling her or her other school obligations.

A balanced liberal arts curriculum includes instruction in a foreign language and that fluency in a second language is important in our multicultural world. Students with documented learning or other disabilities are expected to complete foreign language study.

The School is not responsible for obtaining accommodations for students who take national standardized tests such as the PSAT, the SAT, or the ACT. The Department of Counseling and guidance in the Upper Division has the forms that must be completed to request such accommodations. The Office of College counseling is also available to discuss testing accommodations.

Student Threats to Self or Others/Severe Psychological Difficulties

One of Horace Mann's Core Values is "A secure and healthful environment." Our policy regarding students who express ideas about killing themselves, take any actions in this regard, 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 Security, the Division Head and/or Dean of Student Life, and the Department of Counseling and Guidance.

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

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

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

Medical/Psychological Leave

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

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

The need for Medical/Psychological Leave will be certified in writing by an appropriate practitioner (M.D. for medical conditions, a psychologist or psychiatrist for psychological conditions) for the particular illness or other cause.

Medical/Psychological leaves are granted at the discretion of Horace Mann. Such leaves are not granted for indefinite periods. A leave shall be granted or denied by the Committee on Learning and Other Disabilities in accordance with the HM Policy on Learning and Other Disabilities.

If a Leave is granted, the School will provide appropriate information to individual teachers and the student's advisor. The School will work with the family to accommodate students with respect to homework, return to school, etc. in accordance with Policy on Learning and Other Disabilities. In all cases, the school requires adequate notice of the student's intention to return to school. We also require appropriate documentation that the student is ready to return to school.

Part IV: Health and Safety

Physical Exams

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

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

Medication

Parents must give the School 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. 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 is authorized to dispense medication, except in the event of an emergency.

Health Information and Referrals

The School understands the importance of obtaining the informed consent of parents in accordance with the law, before providing medical treatment to students. At the same time, parents recognize the value and importance of students' feeling free and comfortable in consulting with Horace Mann teachers, counselors or staff about matters of personal concern to them. Accordingly, by signing the enrollment contract, parents acknowledge and agree that there may be times when students ask teachers, counselors or staff for information or referrals relating to physical, mental, sexual or substance-use health issues, and when such information and referrals do not constitute "health services" under the law, school staff may provide such information or referrals to students without informing parents or obtaining parental consent. The School reserves the right to provide information to parents or seek parental consent whether or not legally required to do so.

Emergency Procedures

The School will contact 911 in life-threatening emergencies. Students, faculty and parents should be aware of the procedures identified for each campus for all other emergencies. All Divisions have full-time security personnel and a nurse on site during the school day. One of these individuals will be contacted as soon as an emergency occurs and the School will contact parents as soon as possible. When parents are not available, the School will contact a designated alternate emergency contact.

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

Campus Security

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

In the event that any member of the Horace Mann community encounters an emergency on campus, a Security officer can be reached at any time by dialing X3911 on a campus phone or (718) 432-3911 from any other telephone.

Fire Drills

Each Division holds fire 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 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 Director of Transportation, the Director of Facilities Management and Security, and the Bus Companies that serve Horace Mann, decides when to close school. Parents are notified through an automated telephone notification system. The School's main telephone switchboard number (718-432-4000) is programmed with a school closing announcement, as is the Horace Mann website, www.horacemann.org.

Parents are responsible for keeping their phone 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 and Upper Divisions, each student is assigned a hall locker and a gym locker. It is the responsibility of the student to secure both of these lockers at all times.

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

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

Supervision of Students on Campus

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

Nursery Division

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

Teacher Escorts in the Nursery and Lower Division

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

Middle Division

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

Field Trips

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

In the Middle and Upper Divisions, students are responsible for returning a permission slip signed by a parent prior to every field trip. Students who participate in field trips are responsible for work missed in other classes.

Non-School Trips and Activities

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

Food

Nursery and Lower Divisions

The Nursery and Lower Divisions provide lunch and snacks to all students. Both Divisions provide a main entrée designated each day. The Lower Division cafeteria also has a daily salad bar available. In addition, both Divisions’ food programs offer bagels, sandwiches and fruit as alternatives. Drinks include juices, milk and water.

Children in the Nursery and Lower Divisions may not bring food to school, except for birthday treats. The Nursery Division is “nut aware,” which means that the School does not use peanuts, tree nuts, or nut products in food preparation. Parents are required to refrain from including nut products in brown bag lunches or treats that children may bring to their classes from home. Food and beverages are not allowed on school buses.

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

Middle and Upper Division

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

Food Allergies

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

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

The School expects students with nut and other food allergies at the Lower Division and older to monitor their own food choices, under an age-appropriate level of supervision by school personnel. Parents should direct requests for special accommodations regarding students’ nut and other food-related allergies to the Learning and Other Disabilities Committee.

The School informs teachers and other staff of students’ food allergies as needed to provide appropriate care and guidance, taking into consideration students’ ages and their ability to self-monitor. The School also has Epi-Pens available in various locations.

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

Part V: Administrative Services

Admissions and Financial Aid

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

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

Parents interested in applying for Financial Aid should call (718) 432-4101 to request application materials. Parents should keep in mind that Horace Mann does not provide full scholarships; all parents pay some tuition for their child or children to attend. Applications for current parents are available in early November each year and they are due by December 1. Horace Mann does not provide merit-based scholarships. The School makes Financial Aid decisions annually. Parents must re-apply each year to continue to receive support. Late applications will be considered only if funding is still available.

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

Business Office

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

The language in the Enrollment Contract between parents (or other signatories to the Enrollment Contract) and Horace Mann identifies many important obligations and undertakings that define the business relationship between parents and the School. Some of the Enrollment Contract's obligations are set forth below.

Other Charges and Fees

In addition to annual tuition and fees, all parents and signatories to the Enrollment Contract assume financial responsibility for all other applicable charges and fees, such as bookstore bills, driver's education fees, etc. Charges other than tuition are billed in full at the time they are incurred. Checks returned by the bank are assessed a \$35.00 processing fee.

Delinquent Accounts

Parents and other signatories to the Enrollment Contract agree to pay tuition and other fees and charges on time, in accordance with the terms of the Enrollment Contract. Payment of tuition and fees is a condition of enrollment. The School may revoke or rescind a student's Enrollment Contract, as well as suspend or terminate the student's enrollment for non-payment or failure to make timely payment.

If parents or other signatories to the Enrollment Contract fail to promptly pay, the entire amount of the 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 is the lesser of 1.5% per month or the maximum amount permitted by law for an obligation of the kind evidenced by the Enrollment Contract.

The School may refer delinquent accounts to an agency or lawyer for collection. Parents or other signatories to the Enrollment Contract are responsible for paying collection costs, including, without limitation, reasonable lawyer's fees, court costs and other fees allowed by law. Parents and other Enrollment Contract signatories are required to authorize the School and designees to use any business or consumer reporting credit bureau to verify and obtain background information and to disclose it to the School, in accordance with the Fair Credit Reporting Act.

The School will not permit students to begin classes in September if payments for tuition or other school fees and charges are delinquent. Any student for whom tuition or other fees and charges are delinquent during the school year will be subject to suspension. In addition, students with delinquent tuition or other school fees and charges will not be offered enrollment for the following year and such student's place will be assigned to another student.

When a student's tuition or other school fees and charges are delinquent, and the student or his or her siblings who are also Horace Mann students apply for admission to, seek to attend or in fact attend another school or schools, Horace Mann may notify the other school or schools of delinquent accounts. In addition, the School may, at its sole discretion, withhold academic transcripts and other records of students with delinquent accounts. The School may also notify colleges and employers that Horace Mann accounts are not paid in full.

The School prohibits seniors with delinquent tuition or other school fees and charges from taking final examinations and graduating.

Obligations for Entire Year

Students enroll in Horace Mann for the full academic year. The obligation to pay tuition and fees is unconditional and cannot be apportioned or mitigated. The School will not make any deductions or refunds for absence, withdrawal, suspension or termination of enrollment or for any other reason, whenever they may occur. In addition, parents are prohibited from submitting enrollment deposits for a student to any other school if an enrollment deposit had been submitted to Horace Mann.

Parents may elect insurance coverage for tuition under the Tuition Refund Plan. If elected, this plan authorizes the School to process and collect any payment directly from the Plan. Parents remain responsible for any amounts not covered by the Plan. If the School collects more than is owed, the parents' account will be credited.

Student Activities and Information

By signing the Enrollment Contract, parents permit their child to:

- take part in any and all school activities on or off school property, including athletics;
- take school-sponsored trips; and
- ride in vehicles chartered by the School or in vehicles driven by authorized agents of the School.

The Enrollment Contract requires parents to complete accurately and return promptly to the School any requested additional permission slips, releases and/or medical information forms regarding the student.

The Enrollment Contract permits the School to use students' names, portraits or likenesses in connection with School activities or in publicizing the School, whether by written publication, video, audio, Internet or other means. Except as prohibited by law, the School may use the student's information and records at its discretion.

Release of Claims

By signing the Enrollment Contract, parents release and absolve Horace Mann and its trustees, employees and agents for any claim for injury or damages which may arise during the course of the student's enrollment, absent gross negligence. This release of claims applies to all students, and applies to all situations including school-sponsored trips and activities, and any liability relating to students who are permitted to leave the campus during the school day.

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

Parents agree that, in addition to this Handbook's provisions regarding the School's right to discipline, suspend or terminate the enrollment of students, Horace Mann may take any action regarding student enrollment permitted by the terms of the Enrollment Contract.

Development Office

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

Annual Fund

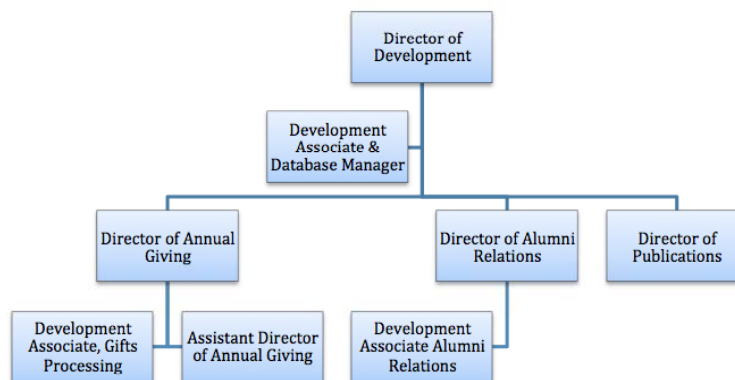
The Horace Mann Annual Fund is the yearly campaign to raise supporting funds from parents, grandparents, graduates, Trustees, members of the faculty and staff, parents of graduates and other friends of Horace Mann. Strong participation in the Annual Fund is critical to the fiscal as well as the academic integrity of Horace Mann. Philanthropic support helps bridge the gap between tuition revenues and the actual cost of a Horace Mann education. Annual Fund gifts are usually unrestricted. We encourage participation from all parents, grandparents and graduates. Such a commitment is important to us and conveys to others, particularly foundations and certifying institutions, that those closest to the School value their experiences here.

Capital Campaigns

Periodic capital campaigns are customary ways for schools to pursue a vision of improvement for future generations. Support of a capital campaign allows the School to implement a plan of major improvements to enhance facilities, curriculum, programs and financial aid goals.

Horace Mann hopes that all current parents will participate in Development Office activities and support the School financially to the extent their finances allow. For more information, parents are encouraged to contact the Development Office at (718) 432-3000.

Development Office Structure



Master Calendar

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

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

Parents Association

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

The purpose of the Parents Association is to enhance and support the cooperative efforts of the students, the administration, the faculty and the parents to foster the well-being and advancement of Horace Mann, and to support fundraising activities for the School. Notices of meetings and other affairs sponsored by the Parents Association appear in the school calendar or on the Horace Mann website, www.horacemann.org.

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

Appendix 1: Horace Mann Enrollment Contract

Student ID # 0000011

HORACE MANN SCHOOL 231 West 246th St., Bronx, NY 10471 ENROLLMENT CONTRACT FOR 2011/2012

Due Date 09-01-2011

Last Name of Student

First Name

Middle Initial

Grade (2011/2012)

Tuition and Fees

Pursuant to this Enrollment Contract (the "Contract"), We, the undersigned, hereby assume financial responsibility for the enrollment of the above student in HORACE MANN SCHOOL (the "School") for the year 2011/2012 at the Annual Tuition and Fees, as detailed below. The School, in its sole discretion, may demand that amounts due under this Contract be paid from a personal account owned by one of the undersigned.

Deposit

A deposit of **\$7,125.00** (as specified below) must accompany the signed contract to make it valid. This deposit will not be refunded under any circumstances.

Payment Plan [CHECK ONE]

We understand that we may elect to pay the Annual Tuition in either three (3) installments or ten (10) installments. Each of these options are detailed as follows:

ANNUAL TUITION

☐ Check here if you wish to opt for The Ten (10) Payment Plan. TO CHOOSE THIS OPTION, YOU MUST REGISTER ONLINE AT "TUITIONPAY.SALLIEMAE.COM". YOU MUST ENROLL WITH SALLIE MAE ("SM") TO PAY THE "SM TOTAL" SHOWN IN THE BOX TO THE RIGHT. IF YOU FAIL TO ENROLL, YOU WILL AUTOMATICALLY BE ASSIGNED TO THE THREE PAYMENT PLAN. THE 1ST PAYMENT (THE DEPOSIT) MUST BE SUBMITTED WITH THIS CONTRACT.

Charges:	Annual Tuition	1st Payment	Nine (9) Payments as follows			
Tuition	\$ 37,275.00	(Tuition Deposit)				
			\$ 3,350.00	5/1/2011	\$ 3,350.00	10/1/2011
			\$ 3,350.00	6/1/2011	\$ 3,350.00	11/1/2011
			\$ 3,350.00	7/1/2011	\$ 3,350.00	12/1/2011
			\$ 3,350.00	8/1/2011	\$ 3,350.00	1/1/2012
			\$ 3,350.00	9/1/2011		
Total Charges:	\$ 37,275.00 =	\$ 7,125.00	+	\$ 30,150.00	SM Total	

☐ Check here if you wish to opt for The Three (3) Payment Plan. THE 1ST PAYMENT (THE DEPOSIT) MUST BE SUBMITTED WITH THIS CONTRACT. THE 2ND PAYMENT IS DUE JUNE 15, 2011, AND THE 3RD PAYMENT IS DUE DECEMBER 1, 2011. YOU WILL BE BILLED FOR THE 2ND AND 3RD PAYMENTS.

Charges:	Annual Tuition	1st Payment	2nd Payment	3rd Payment
Tuition	\$ 37,275.00	(Tuition Deposit)	\$ 22,365.00	\$ 7,785.00
Total Charges:	\$ 37,275.00 =	\$ 7,125.00	+	\$ 22,365.00
				+ \$ 7,785.00

FEES

FEES WILL BE BILLED SEPARATELY IN MAY.

FEES	
Parents Association Dues	\$ 70.00
Facility Improvement Fee	\$ 500.00

TUITION REFUND PLAN (check one box)

THIS PLAN PROVIDES COVERAGE IN ACCORDANCE WITH THE TERMS AND CONDITIONS CONTAINED IN THE ENCLOSED BOOKLET. THIS INSURANCE COSTS \$150.00.

☐ We wish to enroll in the Tuition Refund Plan.

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

If neither box is checked, you will be enrolled. Tuition Refund Plan fee will be billed in May.

By signing this contract, We accept and agree to the conditions set forth above and on the reverse side of this page.

Signature _____ Date _____

Billing Address:

Signature _____ Date _____

Please indicate change of address in the spaces above.

THE DEPOSIT SPECIFIED ABOVE MUST ACCOMPANY THIS CONTRACT. If we do not receive this signed document in the enclosed envelope by **09-01-2011** you will be subject to a \$200 late fee. In addition, at the sole discretion of the School, if you fail to meet this due date we may offer your child's place to another student.

Accepted for HORACE MANN SCHOOL

By _____ Date _____

Chief Financial Officer

Other Charges and Fees

In addition to the Annual Charges, I assume financial responsibility for all other applicable charges and fees such as bookstore bills, drivers' education fees, etc., which charges and fees will be billed in full at the time they are incurred. Checks returned by the bank will incur a \$35 processing fee.

Change in Custody Arrangements

I agree to notify the School immediately if the physical 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.

Delinquent Accounts

I understand that payment of Annual Charges and other charges and fees is a condition of enrollment, and that the School may revoke any Contract and suspend or terminate the student's enrollment for non-payment or untimely payment. I 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 am 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 authorize the School and its designees to use any business or consumer reporting credit bureau to verify and obtain background information regarding me and/or my business, and to disclose such information to the School in accordance with the Fair Credit Reporting Act.
- (4) If a parent or guardian is delinquent with respect to any financial obligation to the School with respect to the Student, another Student currently or previously enrolled, or with respect to a pledge or gift, the School may take action as set forth herein below.
- (5) No student will be permitted to enter classes in September if payments for tuition and other School fees and charges are delinquent before the commencement of the school term.
- (6) Any student for whom tuition or other fees and charges are delinquent during the school year will be subject to suspension when any payment is not made pursuant to the plan of payment in this Contract.
- (7) Any student for whom tuition or other school fees and charges are delinquent will not be offered enrollment for the following year and that student's place will be assigned to another student.
- (8) For students with delinquent or unpaid fees and charges, 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.
- (9) Any senior for whom tuition or other school fees and charges are delinquent will not be permitted to take final examinations, and will not graduate.

Obligation for Full Year

I understand and agree that this Contract is for the full academic year. The obligation to pay tuition and fees is unconditional and cannot be apportioned or mitigated. If I submit a deposit and notify the School in writing of a withdrawal prior to May 1, 2011, I will forfeit the non-refundable deposit, but will be released from the remainder of the contract obligation. If I notify the School in writing of a withdrawal between May 1 and June 15th, 2011, my financial obligation will be for 60% of the tuition plus the non-refundable deposit. 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 15th, 2011. In addition, families are prohibited from submitting enrollment deposits for a student to any other school if an enrollment deposit has been submitted to Horace Mann.

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

Student Activities and Information

Unless I provide the School with advance written notice, the student has permission: (i) to take part in any and all School activities on or off School property, including athletics; (ii) to take School-sponsored trips, including the annual mandatory trips to John Dorr Nature Laboratory in grades 2-8; and, (iii) to ride in vehicles chartered by the School, taxicabs, or vehicles driven by employees or representatives of the School or parents of other students. I acknowledge and agree that notwithstanding the above, I will complete and promptly return to the School any requested additional permission slips, releases and/or medical information forms regarding the student. I further agree that the School may use the student's name, portrait or likeness in connection with School activities or in publicizing the School, and that, except as prohibited by law, the School may use the Student's information and records at the School's discretion.

No Liability for Off-Campus Activities

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

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

I understand that by signing this Enrollment Contract, I agree to cooperate fully with the School and to comply with all rules and regulations of the School. I 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. I 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: (i) a student fails to abide by the rules and regulations of the School; (ii) the School determines that a student's conduct or performance demonstrates an unwillingness or inability to be productive within the School community; (iii) 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; (iv) 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; (v) 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; (vi) 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.

Other Terms

I understand and agree that, at its sole discretion, the School shall be entitled to recover from me 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 will be interpreted pursuant to the laws of New York State without regard to that state's conflict of law principles. I further agree that this Enrollment Contract contains the entire material terms and conditions and that no others will be deemed valid unless they are contained in an express writing signed by me and the School.

General Release

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

Appendix 2: Whistleblower Protection Policy

Purpose

This Whistleblower Protection Policy is intended to provide Horace Mann School (the "School") employees and students with an anonymous, confidential mechanism to alert the School of potential Wrongful Conduct (as defined below), and to ensure that all information regarding potential Wrongful Conduct received by the School is handled in a professional and thorough manner.

Who Is Covered?

All School employees and School students.

The Policy

The School has designated two of its trustee members, namely the Chair of the Trustees and the Chair of the Audit Committee to receive complaints regarding potential Wrongful Conduct (each such person, a "Designated Trustee"). To facilitate the receipt of such complaints, the School has set up a site in its e-mail system, namely: ombudsman@horacemann.org. Either Designated Trustee that receives any such information or complaint shall forward such information to the other Designated Trustee as well as to the entire Audit Committee. All officers, employees, students, contractors, subcontractors, and agents of the School (each an "Associated Person") are encouraged to report suspected "Wrongful Conduct" to a Designated Trustee.

"Wrongful Conduct" includes (i) conduct that is criminal, fraudulent, or violates any law, rule or regulation of any local, state or federal government body involving the School's financial statement disclosures, accounting, internal accounting or disclosure controls, or auditing letters; (ii.) misappropriation of School's funds; (iii) questionable accounting or auditing practice; (iv) other violations of the School's other finance-related, auditing, Conflicts of Interest and Document Retention policies; (v) violations of the School's Policy Prohibiting Employment-Related Harassment and Discrimination; and (vi) violations of the School's Anti-Harassment and Bullying Policy.

Making a Disclosure

In addition, to the extent the School receives any complaints or information regarding potential Wrongful Conduct, it shall promptly forward to each Designated Trustee any such complaints. Any Associated Person may submit, on a confidential, anonymous basis if the person so desires, any good faith concerns regarding potential Wrongful Conduct. Anonymous complaints should be submitted in writing in a sealed envelope or via email to either Designated Trustee. Notwithstanding the above, complaints regarding violations of the School's Policy Prohibiting Employment-Related Harassment and Discrimination may NOT be made on an anonymous basis.

Following the receipt of a complaint or report of alleged Wrongful Conduct, from any source, the School's Audit Committee will (i) evaluate the complaint; (ii) commence an investigation into the allegations, if deemed necessary after such evaluation (any such investigation, a "Whistleblower Investigation"), and (iii) take corrective and disciplinary actions, if appropriate. The School's Audit Committee may seek the assistance of School employees and/or outside legal, accounting or other advisors, as appropriate, to conduct any investigation of complaints regarding financial statement disclosures, accounting, internal accounting controls, auditing matters or other violations of the School's policies. In conducting any Whistleblower Investigation, the Audit Committee shall use reasonable efforts to protect the confidentiality and anonymity of the person or persons submitting the complaint, where applicable.

Non-Retaliation

No Associated Person who (1) in good faith reports suspected Wrongful Conduct to any Designated Trustee pursuant to this Whistleblower Policy, (2) provides information, causes information to be provided or otherwise assists in any investigation, including investigations by local, state or federal government bodies, regarding any suspected Wrongful Conduct, or (3) files, causes to be filed, testifies, participates in or otherwise assists in a proceeding filed or about to be filed that alleges Wrongful Conduct (together "Protected Actions") shall suffer retaliation, harassment, or other adverse action (including, without limitation, any adverse employment action) as a result of engaging in such Protected Actions.

Any person who retaliates against an Associated Person for engaging in a Protected Action shall be subject to discipline, up to and including termination, removal, suspension, or dismissal.

Any person who makes a complaint of Wrongful Conduct maliciously, in bad faith, or with the knowledge that it is false, shall be subject to discipline, up to and including termination, removal, suspension, or dismissal.

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.

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