



bennett
day school

FAMILY HANDBOOK
2024-2025

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SCHOOL PHILOSOPHY

MISSION STATEMENT

At Bennett Day School, our mission is to provide a collaborative culture that nurtures our innate sense of inquiry and curiosity. We are committed to advancing creativity, innovation, and the development of lifelong learners and leaders.

VISION STATEMENT

At Bennett Day School, we deliver dynamic project-based learning (PBL) experiences and resources for children and adults that empower us to live and lead purposeful lives.

SCHOOL STORY

Cameron and Erica Smith started searching for the ideal school for their family after becoming parents in 2010. While they knew they wanted to stay in downtown Chicago, they wondered whether that would be feasible with children. As they began thinking about school, they reflected warmly on their undergraduate and graduate educations where learning was about creative problem solving, project-based inquiry, and collaboration. They wondered if that type of learning experience existed for younger students. When they realized they couldn't find what they were looking for, they decided to open a new school dedicated to project-based learning and incorporating best practices from around the globe. In 2011, Cameron met Kate Cicchelli, a leader in progressive education, and when she joined in 2012, the dream of Bennett started turning into reality. They searched for space for the new school in 2013, and Bennett opened in 2014 in the Fulton Market area with 23 students in early childhood grades. Kate worked with tireless dedication to build Bennett, and she served as Founding Principal for nearly a decade.

The School had quickly outgrown the original 'little Bennett' space, and moved into the Grand Avenue campus nearby in 2016. The 50,000 square foot campus at 955 West Grand is historic, a former settlement house built in 1901 as a place for immigrants to access social services when arriving in Chicago, which included one of the first kindergarten and teacher training programs in the country. The facade from 1901 was restored with window lines and arches, the clock tower above the School's nature garden, and more while a brand new building was built inside. The modern east wing was added in 2019 when the high school was introduced. Bennett has continued to grow steadily, now with programming for two-year olds up through high school that is uniquely dedicated to dynamic, project-based learning (PBL). Inspired by the Reggio Emilia approach, students and teachers at Bennett are part of a collaborative approach to learning. Students are supported in finding their purpose at school and in life through competency-based education and assessment. Bennett delivers the education children now need for this next century.

Bennett was named in honor of Cameron and Erica's grandmothers, Bernice and Bess. They grew up during a time when rights and educational opportunities were severely limited for

women in our country. Nonetheless, these dynamic, caring, and creative women exemplified grit and perseverance as they helped start and build small family businesses of their own near Pittsburgh and Baltimore while our country and our families emerged from the Great Depression in the 1920s. Bernice and Bess embodied the traits that we believe are most needed now in this next century for our children, and we honor and celebrate their strengths to this day with our school name as Bennett.

PHILOSOPHY

Bennett Day School is an inquiry-based learning community where teachers create experiences that stimulate and follow the natural curiosities and intelligences inherent in all children. Balancing a rigorous academic approach with a powerful sense of self and self-direction to the learning process are key elements of a Bennett Day education. Our goal is for children to “learn by doing,” fully realizing their capacity to think, learn, play, and create.

Professional development within and outside the school is essential to our craft. Teaching requires ongoing reflection that builds on past experiences, applies educational best practices, and prepares for enhanced student learning opportunities. A critical component to teacher reflection is the ongoing process of documenting student learning. Weekly professional development provides this time for teachers to respond to student provocations and inquiries and document the learning process.

Our educational practice is based on ideals including the Reggio Emilia school of thought, cognitive understanding inherent to multiple intelligences, and global and social awareness, which is central in place-based education. Independent schools are free from the constraints imposed by the public school system, but are by no means reckless with a child’s education. Through constant evaluation of our practice, Bennett Day School stays on the forefront of progressive education, honoring its rich history and carrying it forward.

THE BENNETT BADGE

The faculty at Bennett Day School commits to these characteristics as the foundation of our efforts to serve the needs of our students, colleagues, and school.

Big-Picture Thinker

- Engages in world issues with empathy and purpose compelling faculty and students toward action
- Empowers students and faculty to pursue their passions and discover their strengths by cultivating curiosity through exploration and social connections

Adept Problem-Solver

- Collaboratively solves problems by thinking and acting inclusively, logically, and strategically with forward progress in mind
- Embraces collaboration by being flexible, modeling adaptability, and embracing mistakes

Documentarian

- Models and values the daily process/journey versus just the end product
- Takes a reflective and holistic view of quantitative and qualitative data to inform insights, process and actions

Growth Mindset

- Collaborates with focus on shared responsibilities, collective efficacy, and building community
- Demonstrates commitment to life-long learning and models the joy of learning to children and adults alike

Effective Co-Collaborator

- Demonstrates professional altruism through requests for and offerings of support, resources and personal strengths, to the benefit of your colleagues
- Creates brave spaces by asking questions, providing opportunities so everyone feels heard, taking risks, being vulnerable and engaging in reflection

DIVERSITY, EQUITY, AND INCLUSION STATEMENT

Bennett Day School is a community made up of individuals and families who are diverse in race, religion, age, ability, gender, socio-economics, LGBTQIA+, ethnicity, nationality, cultures, and other identities. Our inclusive school population inspires students, faculty, staff, and families to develop a habit of mind for many perspectives different from their own.

Bennett Day School values and embraces the identities of our community. We foster a sense of belonging. We commit to knowing every person in our community for who they are and what they contribute. This understanding drives our social and civic engagement and our commitment to becoming active citizens in our community. Our curriculum and programming supports our community as we develop awareness and respect for similarities and differences of others. As Bennett Day community members, we will take courageous action to advocate for diversity, equity, and inclusion in the world around us.

Discrimination Policy

Bennett Day School does not discriminate on the basis of gender, gender identity, sex, race, color, religion, sexual orientation, national or ethnic origin, ancestry, physical or mental disability, or any other protected characteristic under applicable law. Bennett Day School is also prohibited under Title IX and Title IX regulations promulgated by the Small Business Association from discriminating based on sex in its education programs or activities. This requirement extends to employment and admissions as well. If you have questions regarding Bennett Day School's compliance with Title IX and the Small Business Association's Title IX regulations or if you wish to file a Title IX complaint, please reach out to:

Peggy Lofgren

**955 W. Grand Ave.
Chicago, IL 60642
312.236.6388 x1220**

ACCREDITATION

Bennett Day school is accredited by the National Independent Private School Association and Cognia. Bennett Day school is exempt and not licensed by the Illinois Department of Children and Family Services.

SCHOOL ENTRANCE REQUIREMENTS AND PROCEDURES

ENROLLMENT DOCUMENTS

At the time of enrollment (and re-enrollment), the following documents must be submitted:

1. Billing Verification Form (if applicable)
2. Custodial Verification Form (if applicable)
3. Emergency Contact Information
4. Media Consent
5. Local Field Trip Permission Slip
6. Self-Release Dismissal (Middle School and Upper School Only)
7. Handbook Acknowledgement

Before the beginning of the school year, the following information must be completed:

1. Authorized Drivers/Pick-up Person in SchoolPass
2. Child Health Examination form completed by your child's physician and any applicable medical documents required for your child's grade.

Additional enrollment forms and/or documents may be required, at the discretion of Bennett Day School.

TUITION

A Bennett Day School education is a commitment to your child's lifelong learning. While this requires a significant investment of time and resources for each family, it also makes way for Bennett Day graduates to chart their own individual paths into college and beyond.

Tuition Schedule for Academic Year 2024-2025

| PreK | PreK and Stay & Play | JK-SK | 1st-12th |
|----------|----------------------|----------|----------|
| \$18,700 | \$ 25,800 | \$33,100 | \$34,400 |

Tuition Deposit

A deposit of \$2,000 (or about 5%-8% of net tuition) is due with the signed contract. This deposit will be applied towards a family's annual tuition.

Additional Fees

- A one-time New Student Enrollment fee of \$2,500 is due in addition to the listed tuition for students. It is payable as part of the Tuition Payment Option you select to pay the Balance Due in your contract.
- An annual Middle School fee of \$2,500 is due in addition to the listed tuition for students. This fee covers technology, large trips, sports, and clubs. It is payable as part of the Tuition Payment Option you select to pay the Balance Due in your contract.
- An annual Upper School fee of \$5,000 to cover additional costs for: travel expenses; athletics and clubs; books, materials, and technology (aside from personal laptop). Bennett Day School strives to supply these items at a cost that is far lower than the cost for families seeking these same items and services on their own outside of school. Additionally, the foregoing annual program charge encompasses all anticipated costs for the Upper School program. It is payable as part of the Tuition Payment Option you select to pay the Balance Due in your contract.
- **Early Childhood, Lower and Middle School:**
Auxiliary programs such AfterCare, and enrichment classes (Bennett & Beyond) are subject to additional fees for Early Childhood and Lower School. Auxiliary program fees will be paid through TADS and payment plans will be available on a monthly or weekly basis. All outstanding fees must be paid by the end of the school year.

BENNETT GRANTS

To ensure that our school embodies our core values of excellence, integrity, and diversity, we have established the Bennett Grants financial aid program. This program aims to make a Bennett Day education accessible to families from all income levels.

Bennett Grants are determined by demonstrated need, which is based on recommendations from TADS and the availability of Bennett Grant dollars in a given school year. TADS is an independent, third-party company that conducts financial analysis to determine a family's financial need. Families must apply for financial aid each year that they are necessary, and the School's priority is to match the financial needs of enrolled families to ensure an uninterrupted school experience.

Bennett Grant allocations can range from \$500 to approximately 85% of tuition expense, based on the calculated family need and the availability of Bennett Grant dollars in a given school year.

Families eligible for Bennett Grants may be eligible for additional financial assistance for after school programming. Families will receive information regarding eligibility at the beginning of the school year.

Tuition Protection Program

BDS strongly encourages families to opt into our Tuition Protection Program that reduces the remaining responsibility for tuition if a student is withdrawn from Bennett Day School programs as a result of unforeseen occurrences as listed below. The goal of the Tuition Protection Program is to provide additional financial comfort and certainty for families. During the 2024-2025 school year, in the event a student is withdrawn, the following prorated tuition reimbursement would be in place:

- Student Medical Withdrawal: 100%
- Academic/Disciplinary Withdrawal: 70%
- Death of Tuition Payer Withdrawal: 70%
- Job Loss or Transfer of Payer Withdrawal: 70%
 - Applies even if there is job loss for one of the multiple jobs in a family, and so long as it is one of the parties who signed as responsible for the entire balance due of tuition payments.
- Voluntary Withdrawal: 50%

For the 2024-2025 school year families are able to opt in to the program on their enrollment agreement for a fee equal to 3% of the net tuition. Tuition Protection fees will be included in tuition and fee payment in TADS.

Besides the Tuition Protection Program, if a family is otherwise still enrolled but facing financial hardship, they should contact peggy.lofgren@bennettday.org.

SCHOOL DAY

SCHOOL HOURS

During regularly scheduled school days, the School building is open from 7:30 am – 6:00 pm, Monday through Friday. School hours do not necessarily reflect school program availability.

SCHOOL SCHEDULE

| M/Tu/Th/F | PreK | JK | SK-8th | Upper School |
|--|--------------|--------------|--------------|--------------|
| Arrival Window | 8:00-8:30 AM | 8:00-8:30 AM | 8:00-8:15 AM | 8:30-9:00 AM |
| End of PreK School | 11:30 AM | | | |
| PreK <i>Stay and Play</i> Begins | 11:30 AM | | | |
| End of School/End of <i>Stay and Play</i> (PreK) | 3:15 PM | 3:15 PM | 3:15 PM | 3:45 PM |
| After School Block 1 Ends | 4:30 PM | 4:30 PM | 4:30 PM | 4:30 PM |
| After School Block 2 Ends | 5:45 PM | 5:45 PM | 5:45 PM | 5:45 PM |

*Wednesday Early Release for PreK-4th at 2:15 PM.

BEGINNING SCHOOL & SEPARATION (EARLY CHILDHOOD)

For a young child, whether or not it is their first time separating from a caregiver or caregivers, going to school brings about many emotions. Change in routine can be difficult for any child, not just at the beginning of the school year, and not solely for first-time school-goers. Many circumstances can bring about separation difficulties: transitioning back from a long break, returning from summer vacation, or a new baby at home are all potential triggers. Transitions can take time, but with consistency, will become routine. We ask that you keep your child's schedule as consistent as possible; all students should be in attendance all five school days for the entirety of their school day.

Families with children in the Early Childhood program, grades PreK-SK, are welcome to drop off their child in their classroom during the assigned arrival window. We ask that you respect this window and allow for Morning Meeting to start promptly at class start time. Please know that teachers are focused on their students' transition during this time and are not available for lengthy individual conversations. If you need to speak in depth with your child's teacher, please schedule a time outside of the school day.

When difficulties with separation arise, it is important to remember that this reaction is typical of many children, and there are many ways to support a child in becoming comfortable with separation. While you can't predict whether your child is going to have difficulty separating

from you at some point this year, you can be prepared for what to do should the situation arise. When it comes to starting school, caregivers can set the stage by giving children a simple explanation of what to expect around the week before school begins, but not much earlier. Allow time to discuss the new routine and ask your child if he/she has any questions.

PreK Separation

A child's early experiences of school strongly influence their attitudes toward school and themselves as learners in the future. In order to ensure that these first exposures are positive, supported, and safe, we provide a partnership approach to help you manage the transition during the first weeks of school. We also know that a lengthy separation process can be burdensome on families and the need for child care. As such, we have adapted our process this year to honor both the need for a separation plan as well as ensuring our approach is inclusive to family needs.

In late August, all PreK students will be assigned a home visit time with their new teachers. The child is the focus of the home visit; it is intended for the child to meet their teachers in what we hope is the safest and most comfortable circumstance for the child - in the presence of their parent(s)/guardians. This lays the foundation for establishing a trusting relationship between teachers, families, and students that is essential to successful learning. This also establishes the triad that is central to the child's learning: parent/guardian, teacher, and community.

Following the home visit PreK children will attend an orientation day. Parents of PreK students will accompany their children to school on orientation. This first day will take place in the classroom with a brief Morning Meeting and play time with teachers and parents. This shortened day (8:30 am -9:30 am) is a time for families to engage in a core aspect of the school experience with their children, while being mindful of a gradual transition. The following week, students will attend school for the full morning from 8:30 - 11:30 am. *There is no Stay and Play offered the first week of school.*

Your child's teachers will communicate with you following the first day of school, to develop an appropriate separation plan. This may include dropping off in the classroom early to help them settle, or a drop off outside to make the process more streamlined. Parents are not required to be on campus this week.

JK and SK Separation

We also recognize that periods of transition can be difficult at various times throughout the school year and for children of all ages to manage. If your child has difficulty transitioning from home to school at any point in the school year, we will work with you to develop a consistent drop-off routine that your child will expect and feel comfortable with. Routine transitions and rituals create a sense of control and ease for young children.

NAP GUIDELINES

PreK *Stay and Play* students and JK students will be assigned a cot. During nap time, cots will be spread out about three feet apart and students will be placed head to toe, where possible.

- Each family is responsible for sending a small blanket, small pillow and soft comfort item with your child on the first day of every week. *Please note, our cot storage is not large enough to accommodate full size pillows or large bed sized quilts.* As a guide, if the pillow, small comfort item and blanket can fit in your backpack, they are an appropriate size. Feel free to use a throw pillow for a bed or couch and a standard sized pillow case. [Attached here](#) is a nice combination of blanket/pillow that fits well on a cot. Student's bedding will be labeled and stored separately each day in individually assigned student bags.
- Each cot will be sanitized weekly following nap time, and all bedding will be sent home for cleaning at the end of each week.

PREK STAY AND PLAY

Stay and Play begins at 11:30 am Monday through Friday when school is in session and is only available for PreK students. Students will remain in their assigned classroom for Stay and Play, and the program will be supervised by the PreK teachers. Maintaining consistency is valuable for the transitioning PreK students, and the staffing of this extended day program is designed with that need in mind. We strongly encourage families to use Stay and Play in a consistent manner; choose the days your child will attend on a trimester basis to help them build a predictable routine and expectation for his/her school week.

PreK students who participate in Stay and Play will remain in their classroom for lunch, enjoy recess time, story time, nap time, and open play. Following lunch, PreK students will transition to a quiet rest time. This is a period for children to nap or rest after a busy morning. Stay and Play ends at 3:15 pm. At this time, PreK students can be picked up or transition to AfterCare.

At the beginning of the trimester, parents may sign up for up to five days (Monday - Friday) of weekly, regular use of the Stay and Play program. Parents may change the day(s) of the week that are chosen on a monthly basis. If your child is absent on the day(s) they are signed up for Stay and Play, the missed day(s) may not be applied to a different day or week in the month and refunds are not provided.

Stay and Play is an additional tuition and families must register their child in advance.

ARRIVAL

Students are required to arrive at school during the assigned arrival window. For those students arriving by car, the parent/guardian will drop the student off at the front of school. If a child requires assistance getting out of the car, the driver or other parent/guardian must step out of the car to assist. Following the start of the school year, Guardianos will be outside to assist

younger students in getting into the building. Once students are out of the car, they will head into the building via Morgan, and the parent/guardian should return to the car and pull away when safe to do so.

For those students arriving by foot, public transportation, or bicycle, they will walk to the entrance on Morgan. If your child requires assistance separating, we ask you to please use street parking and walk your child to the front entrance.

LATE ARRIVALS

We understand that circumstances may require that your child arrive late at school to accommodate scheduled appointments, travel, etc. Late arrivals can be disruptive for other students in the classroom and can be equally difficult for the late-entering child. In the event that a child will be arriving late to school, parents/guardians are required to notify the school. All students arriving late should enter the building through the main entrance.

DISMISSAL

Parents/Guardians should arrive at school no earlier than 15 minutes prior to the dismissal time. If the eldest child in the family is in Upper School, PreK-8th graders can participate in AfterCare until the 3:45 pm dismissal window.

For those students dismissed to a car, parents/guardians will be required to exit the vehicle, pick up your child/ren from the designated locations, and load any child requiring assistance getting into the car and safely buckled before departure.

Safety Expectations:

- School faculty will only release children to those people listed as an authorized driver/pick-up person. Identification is required when picking up child/ren.
- After the child is released, the parent/guardian assumes full responsibility for his/her child.
- Students may not self-dismiss from AfterCare and return to the program.
- Children may not be released to siblings or other children less than 13 years of age.
- No parent may be denied access to his/her child, unless a current copy of a custody order and/or restraining order that relinquishes and/or limits such parental rights is on file at the School.
- Families repeatedly not adhering to car queue expectations will not be permitted to participate and are subject to disciplinary action.

RIDESHARES

Families who utilize rideshare applications (Uber, Lyft, etc.) may NOT enter the car queue. Rideshares should find parking outside of the School's car queue and the parent/guardian should walk up to pick up child/ren. You are responsible for anyone who drops off or picks up your child (and any associated fees or costs, regardless of wait time).

A rider **must be at least 18 years of age** to have a Rideshare account and request rides. Anyone under 18 must be accompanied by someone 18 years of age or older on any ride.

DISMISSAL RELEASE INFORMATION

At the beginning of the school year, each family will list authorized drivers/pick-up person information with the names and contact numbers of each person authorized to pick up your child on each school day. Bennett Day faculty will only release children to those people authorized.

Families may permanently add and remove people from the authorized pick up list. If a child is going to be picked up from school by someone that is not already indicated on the authorized list, the primary caregiver needs to submit this request prior to the release of the child to another caregiver.

For Middle and Upper School Students to leave campus on their own, we must have on file a completed Self-Dismissal Release form through TADS.

LATE PICK UP

Planned or Unplanned Late Dismissal/Late Pick-Up Fees

In the event that a PreK through 8th grade child requires a planned, day-of late pick up time, parents must register for AfterCare.

If you are 15 minutes or more late for your PreK through 8th grade child's scheduled pick-up time, the student will be sent to AfterCare and you will be charged the drop in AfterCare Block 1 fee.

AfterCare closes at 5:45 pm. If a student is not picked up by 5:45 pm when the School closes, parents will be charged a \$20 late pick up fee for the first ten minutes and an additional \$1 per minute fee after. At 6:00 pm if a student has not been picked up and parents/guardians have not communicated with the School, the emergency contact list will be called. After three late AfterCare pick-ups in a trimester, families will be required to meet with administration to determine if the program expectations are the best match for the family. At the discretion of the School, families with habitual late pick up may be prohibited from participating in the AfterCare program.

EARLY PICK UP

Should your child need to leave school early due to a physician's appointment or other reason, this must be scheduled in advance and students should check out in the main office. Students with self-dismissal must be previously authorized by families for early dismissal. Remember, teachers may not be able to check email regarding early pick up during the school day. Please call the school office for all last minute early pick-up changes.

ATTENDANCE

School is the place where children begin to learn the responsibilities needed in life, especially regular attendance and punctuality. Regular, prompt attendance is necessary for every student's success in school. Parents are responsible for ensuring their child(ren)'s regular attendance.

If a child will be absent due to illness or any other reason, the parent/guardian is asked to report the absence and the reason for the absence via SchoolPass prior to 9:00 am. The school office will call a parent/guardian at home or work and/or email if a child fails to appear for class when no report of absence has been made. If the school is unable to confirm a child's whereabouts with a parent/guardian within the school day, the School may conduct a wellness check.

All student absences will be classified as excused or unexcused; half day or tardy.

EXCUSED ABSENCES

Absences for the following reasons will be excused if there is timely verification of such reasons provided to the school:

1. Illness or medical emergency of student or family members.
2. Family emergencies.
3. Observances of religious holidays.

Timely verification at request of the school may be made upon the student's return and can be made via email (preferred), SchoolPass, fax, or hand-delivery. Statements of verification for illness or medical emergency must be accompanied by a note from a medical professional verifying the need for the absence.

UNEXCUSED ABSENCES

While we understand that certain circumstances require that a child be absent from school, we encourage families to plan holidays/vacations when school is NOT in session. In the event that you will be taking your child out of school for reasons outside of the above criteria, these absences must be reported to the school via SchoolPass. ***These absences are documented as unexcused.***

HALF DAY

Students who attend a school day more than 150 minutes but less than 300 minutes of instructional time will be marked as half day attendance.

TARDY

A child arriving after the school start time will be marked in SchoolPass as tardy and unexcused. Arriving late to school is disruptive for the late-arriving child as well as the classroom community. Isolated incidents of late arrival may not seem critical, but the cumulative effect of missed classroom time, as well as the disruption of routine, can have a significant impact. For example, a child arriving just ten minutes late each day adds up to ten hours of missed class time in a single trimester.

Bennett Day understands that special circumstances may require exceptions during the school year and wants to work with families to understand and support individual needs. The steps below are a guide for how Bennett Day will work to support families struggling to meet the school start time, while also protecting the classroom experience for all students.

Step 1:

The teacher will communicate with the family when a pattern of late arrivals develops to address the issue. Examples of patterns of late arrival that may warrant communication include, but are not limited to, five tardies in a two-week time period or multiple tardies in excess of 20 minutes.

Step 2:

If habitual late arrival continues or occurs following the initial communication, families may need to meet with the appropriate teacher and/or Director to develop a plan for ensuring timely arrival on a consistent basis.

Step 3:

If habitual late arrivals continue following implementation of the plan developed with the teachers, families will be required to meet with the appropriate Director to determine if the program expectations are the best match for the family.

MIDDLE & UPPER SCHOOL POLICY

Student Responsibility

Students are expected to be at school and on time to class every day when school is in session. If students are granted permission for off campus lunch, it is expected that students are ready to begin class at the start of the class period.

When absent, it is the student's responsibility to email their advisor and their teachers to obtain notes/materials, make up classwork, assessments/presentations/projects, and complete necessary homework.

It is the student's responsibility to make sure they are caught up and have completed all requirements. If students are having difficulty finding time to meet with a teacher to make-up

missing lessons and work, they are responsible to discuss this with their advisor or school counselor to help facilitate a support plan.

If a student is found to be skipping school or not returning after lunch (11th & 12th Grades), parents will be notified, and the student will have their open lunch privilege revoked for a period of time. Students will also be asked to complete a reflection and discussion with their advisor. If behavior continues a meeting with the student, parent/guardian, and Director will be set to discuss student expectations and responsibilities.

Parent/Guardian Responsibilities

Parents/Guardians must reinforce with their child the importance of attendance and timeliness for all required school responsibilities.

If students are having trouble getting to school due to mental health or physical health reasons, parents are asked to reach out to the school counselor or the school nurse in a timely manner.

Parents/Guardians are responsible for reporting absences, early dismissals, and tardies in SchoolPass.

Parents/Guardians should also pay careful attention to all communication regarding attendance from teachers, Advisors, School Counselor, and Director.

Minimum Attendance Requirement

A student who is not present for a significant amount of classroom instruction during a semester, as indicated by the chart below.

In **Upper School** a student will be withdrawn from the course and not issued course credit if they are not meeting the minimum attendance requirements. In **Middle School** students will receive an “incomplete” or “not submitted” on their competency based reports for the semester. This is due to our experiential, cooperative, and demonstration of skill assessments that make up our competency based grading. Students need to be able to consistently and independently demonstrate skills before earning a competency. Attendance is essential to this being achieved.

Both unexcused absences as well as absences excused by a parent/guardian are included in these numbers; they do not include absences due to school-sanctioned events:

| Absences per trimester | Action | Follow-up |
|------------------------|--|--|
| 6 absences | An email sent home by front office | Advisor and/or Counselor may follow-up with student/parent to discuss factors contributing to absences |
| 8 absences | Email requests sent for meeting with Family, | Advisor/Teachers will email student, parent, advisor each |

| | | |
|-------------|--|---|
| | Counselor, Advisor, and Attendance Action Plan will be implemented. | subsequent absence |
| 12 absences | Director and counselor will meet with the family. Student will be given an "INC" on their transcript for this course (US) or "Not Submitted" for (MS). | Meeting with student and family will be scheduled to discuss avenues to complete the course (US) and program fit. |

Tardies

Students arriving after the class start time will be marked in SchoolPass as tardy and unexcused. Arriving late to school is disruptive for the late-arriving student as well as the classroom community. Isolated incidents of late arrival may not seem critical, but the cumulative effect of missed classroom time, as well as the disruption of routine, can have a significant impact on everyone.

Bennett Day understands that special circumstances may require exceptions during the school year and wants to work with families to understand and support individual needs. The steps below are a guide for how Bennett Day will work to support families struggling to meet the school start time, while also protecting the classroom experience for all students.

| Tardies per trimester | Action | Follow-up |
|-----------------------|---|--|
| 6 tardies | An email will be sent home by front office | Teacher and/or Counselor will meet with student to discuss factors contributing to tardies |
| 10 tardies | Meeting with family, student, teacher, and counselor to put an Attendance Action Plan in place. | Teachers will email student, parent, advisor each subsequent tardy |
| 13 tardies | Email request sent for meeting with Family, Counselor, and Director | Discussion about barriers to getting to school, and impact on student success in program and any academic/social impact. |

Returning from Off Campus Lunch (11th & 12th Grades)

Any 11th or 12th grade student who would like to leave campus for lunch must have a signed permission form to do so. Students are expected to return to school in enough time so they are ready to engage with their teacher and curriculum at the start of class. If a student shows a

pattern of three or more tardies returning from lunch within a trimester, their off campus lunch will be revoked for the remainder of the trimester.

If a student does not return to school after open lunch without a parent/guardian signing them out prior to lunch, the student's privilege will be revoked for the remainder of the school year.

If a student is found to be behaving in a manner not representative of Bennett Day School, the Upper School Director has the right to revoke the privilege of off campus lunch if deemed necessary for a period of time or for the remainder of the school year.

Extenuating Circumstances

When a student's absenteeism is due to extenuating circumstances as determined by the administration (e.g., chronic, debilitating illness; serious injury requiring hospital care; inpatient treatment for acute psychological issues), a larger number of permissible absences may be granted before the student is given an INC or withdrawn with no credit.

Medical Leaves

Medical leaves may be granted for students who are hospitalized for extended periods of time or enrolled in and complete a partial-hospitalization program. This requires documentation of the diagnosis from the treating medical provider and consent for communication between the school and medical treatment team to create an agreed-upon Home School Support Plan. The school will determine the appropriate modifications to the student's educational program.

Completion of academic work and the accumulation of competencies/credit are handled on a case-by-case basis when a medical leave is issued, as determined by the Director. Considerations relevant to the determination of these factors include the anticipated length of treatment, the timing of the leave in relation to the academic calendar, the student's academic standing before the leave, the opportunity the student will have to attend to academic work while undergoing treatment.

A re-entry meeting with a counselor, advisor and the Director must occur before a student returns to school. When a student returns to regular classes, the family must additionally provide a copy of written release from treatment and proof of ongoing outpatient services for a period of time to be agreed upon by medical professionals and the school's administrative and counseling team.

The school will make every effort to ease a student's transition by providing on-campus counseling and academic support.

Extracurricular Activities

If a student is unable to attend school, they are not eligible to participate in any extracurricular activities that afternoon or evening, including athletics, theater productions, or social activities.

MAKE UP WORK

When a child is absent due to illness, to the extent possible and appropriate, teachers will work with families to provide the child with support upon return to school following the absence to ensure a smooth transition back into the program. Due to the nature of the program, the School does not provide “make up” work for unexcused missed school days.

TRUANCY

A child absent for twenty percent or more school days in a given trimester will be considered truant. A single missed school day once on occasion is to be expected, but the cumulative effect of missed school days can be significant. Missing just 10% of a trimester is equivalent to six full school days. Students who are deemed truant will need to have a Home School Support Plan with requirements for improvement to successfully complete the school year.

Bennett Day understands that circumstances may require exceptions during the school year and wants to work with families to understand and support individual needs. Exceptions or modifications to this policy may be made for extenuating circumstances at the sole discretion of Bennett Day School.

STUDENT LIFE

COMMUNITY NORMS

Communities thrive when we understand how we are connected. Bennett Day encourages students and families to reflect on values at home and school to see how they are interconnected. Part of the expectations at Bennett Day School include engaging in our school values.

At Bennett Day School, all members of the community - students, faculty, and parents/guardians - commit to demonstrate citizenship, integrity, and social responsibility as we move through each school day. These values are central to Bennett Day School's expectations for participation and behavior for all members of our School community. To this end, Bennett Day School practices and expects intentional citizenship, where each child and adult understands and knows that his or her voice matters and has value. Each one of us is a part of this community, and by participating and engaging in Bennett Day programs, we acknowledge that our community matters.

For Students, this means learning to take ownership of their choices and behaviors in our community. Examples of this include, but are not limited to: respecting self, others, and the classroom community. Acknowledging the humanity of others, embracing similarities and differences, and collaborating in academic and non-academic experiences both planned and spontaneous. Students are expected to treat fellow

students, faculty, and visitors with respect and consideration, help maintain a safe and welcoming school environment, adhere to all Bennett Day School policies, and actively participate in school programming. Students are expected to collaborate regularly with peers with consideration of their own unique voice and experiences, and the voices and experiences of those around them.

For Faculty, this means setting a positive tone and building positive relationships, using knowledge of child development to design curriculum, and modeling, practicing, reflecting, and providing positive structures to support success. Examples of this support include, but are not limited to, age-appropriate expectations that support a positive and cooperative classroom environment and that are introduced, reviewed, and reinforced by faculty. Reinforcement includes verbal acknowledgement of positive choices, redirection to positive and productive activities, and an emphasis on positive behavior when a conflict does occur. The Faculty maintains a proactive approach to discipline that expects age-appropriate behavior from children.

For Parents/Guardians, this means participating in conferences, school-sponsored events and educational workshops, and volunteer opportunities within the school. Parents/guardians partner and cooperate with teachers and administration. They support School behavior and conduct expectations, helping their children develop ownership of their choices and actions by adhering to school policies. Parents/guardians are valued partners in the School experience and bring their unique expertise and understanding of their children, as well as professional and personal skills, that help shape and build our school community. Parents/guardians demonstrate the highest degree of integrity through their adherence to Bennett Day School policies regarding students, families, and faculty.

Upholding Community Norms

To clearly establish expectations and support the School and Families to meet these Community Norms, we have established the following best practices and procedures. These allow the students, families, and School to hold one another accountable for maintaining our values and expectations. As our community is composed of a PreK through 12th grade population, these policies and practices are applied through a lens that includes, but is not limited to, the consideration of intent, age, and development.

Students are expected to abide by the same code of behavior outside the school as when they are inside the school building, including but not limited to any School-sponsored field trips or activities. In addition, students must respect the established policies of any host school or agency.

DISCIPLINE PRACTICES AND PROCEDURES

Discipline means guiding and directing children toward healthy behaviors through co-regulation. Two of the most important aspects of student discipline are the journey to self-regulation and building healthy relationships to support co-regulation. Teachers work with

children to help them understand the consequences of their actions. As citizens of the Bennett Day School community, children will be expected to accept responsibility for their actions and develop a responsibility for their rights and a respect for the rights of others.

Bennett Day School maintains a discipline code that includes a progressive approach when appropriate and fosters student personal growth. All members of the Bennett Day School community are expected to embody the ideals of restorative justice and responsive citizenship. When conflicts arise regarding the behavior of an individual child, an effort toward resolution will be made and communicated to legal guardians.

Any student engaging in conduct inconsistent with the School's community norms and expectations may be subject to disciplinary action. Generally, students engaging in isolated minor infractions, including but not limited to those behaviors identified below, may be subject to disciplinary action consistent with the *Responsive Classroom* logical consequences or restorative justice practices, while students engaging in major infractions or repeated minor infractions, may be subject to disciplinary action, consistent with the Responsive Classroom logical consequences or restorative justice practices or more severe disciplinary action, up to and including suspension or dismissal. Bennett Day reserves the sole right, irrespective of the disciplinary practices and procedures identified in this handbook, to determine the appropriate response to a particular incident of student misconduct, including to take any and all disciplinary measures, up to and including immediate dismissal, in response to any incident of student misconduct, in the School's sole discretion. The information below is provided for information guidance purposes only.

Minor infractions of the Bennett Day School discipline code may include, but are not limited to:

- Violation of the dress code policy
- Tardiness
- Inappropriate language
- Insubordination
- Classroom disruption
- Inappropriate use of technology
- Any other infraction of the discipline code that Bennett Day deems appropriate, in its sole discretion

Major infractions of the Bennett Day School discipline code may include, but are not limited to:

- Physical aggression or abuse (including hitting, biting, spitting, fighting, etc.)
- Verbal abuse
- Gross insubordination, inappropriate language or classroom disruption
- Violations of the Bullying, Harassment or Hazing Policies
- Theft
- Vandalism
- Academic dishonesty
- Possession or use of a weapon, illegal drugs, or alcohol
- Leaving campus without permission or signing out inappropriately
- Violations of the law
- Any other infraction of the discipline code that Bennett Day deems appropriate, in its sole discretion

The above lists are not exhaustive, and some violations of the discipline code may be considered major or minor depending on the severity of the action and developmental age of the student. Bennett Day School maintains the discretion to determine the severity of an infraction and the appropriate disciplinary response on a case-by-case basis.

Disciplinary Procedures

If a student displays repeated or severe unsafe or disruptive behavior and shows little or no progress towards changing the behavior, and the Principal and/or Directors feel it necessary to address the issue administratively, or in any other instance in which the Principal and/or Directors feel it necessary and appropriate to address student misconduct administratively, in their sole discretion, options may include but not be limited to the following:

1. *Behavior Action Plan*: A formal document that must be signed by parent(s)/guardian(s) and the School and may include but is not limited to: adherence to behavioral interventions, implementation of outside supports and services, and home parent/guardian requirements. Behavior Action Plans will include monitoring of progress and a probationary timeframe which could include restrictions and/or suspensions. If this monitoring demonstrates that a student is making little or no progress, dismissal may be considered.
2. *“Cooling Off” Period*: Depending on the issue, a student or students may be better served by removal from the classroom or school for a short period of time, either the remainder of a school day or the following day. In these cases, the Director, in consultation with the Counselor and teacher, may require a student to be absent from the classroom so as to allow all people involved in a situation time to “cool off” and reset for the purposes of interpersonal or group restoration. This is NOT a suspension.
3. *Suspension/Mandatory Leave of Absence*: During a suspension, the student is prohibited from attending the School for a period of time, to be determined by the School Administration, depending on the severity of the infraction. Mandatory Leave of Absence may also include loss of participation in school sponsored events such as field trips and extra curricular activities/athletics. The purpose of such a separation is to provide space for the student to re-center themselves and consider the impact of their actions on the community. Prior to returning to school, the student may have a conversation with the Counselor or Director in which they explain why they are ready to return to the community. Suspensions will serve as a formal warning to the student that they are close to permanent separation from the school and for the student and family to reflect on and discuss the incident.
4. *Dismissal*: The Principal, after consulting with the appropriate Director, and faculty members, may decide in their sole discretion to dismiss a student at any time for any repeated or egregious violation of school expectations, regardless

of whether any other disciplinary measures, including a behavior action plan, has or has not yet been offered or provided. The decision to dismiss a student is an indication that the school is no longer able to work successfully with that student and/or family. A dismissed student may not return to campus except by permission of the Principal.

5. *Reapplication*: After dismissal or withdrawal from the school, students may apply for readmission subject to the approval of the Principal. Readmission may be available only after a six-month period of time and if the student and family has demonstrated significant growth following the dismissal or withdrawal. Readmission approval and factors utilized in determining whether to grant readmission are at the sole discretion of Bennett Day School.

Early Childhood and Lower School Disciplinary Practices

Specific, direct, understandable rules will be used with children. Children will be made aware of the relationship between their actions and the consequences that follow. Consequences are correlated to the Responsive Classroom curriculum Logical Consequences: Reparation, Loss of Privilege, or Positive Time Out. Faculty will use the following approaches:

1. Redirection to another activity
2. Where appropriate, mediating conflict resolution
3. Anticipating and intervening before disruptive behavior occurs when possible
4. Recognizing positive behavior
5. Implementing a Logical Consequence

Logical consequences help children make the connection between their behavior and the effect it has on others. Logical consequences are respectful, related, and realistic. Faculty demonstrate respect for children and their growing development when implementing a logical consequence. Logical consequences directly relate to the child's actions. This allows the child to see the effect of their actions. Consequences should be realistic, achievable, and can be consistently and appropriately supported by faculty.

If a child cannot be redirected and is exhibiting an undesirable behavior that endangers him/herself or other children in the room, the student may be removed from the classroom and a phone call will be made to the child's parent/guardian asking that he or she be picked up from school immediately.

Children will never be subjected to corporal punishment or to verbal abuse. Meals or parts of meals will not be withheld as punishment, and children will never be punished for toilet accidents.

Middle School and Upper School Disciplinary Practices

Most disciplinary issues will be handled through restorative justice practices. Restorative practices foster a healthy school environment that helps students recognize and learn from mistakes. Restorative practices allow individuals to take full responsibility for their behavior by

addressing the individual(s) affected by the behavior. Taking responsibility requires understanding how the behavior affected others, acknowledging that the behavior was harmful to others, taking action to repair the harm, and making changes necessary to avoid such behavior in the future. Restorative practices also represent a mindset that can help guide adult and youth behavior and relationship management in schools. The following practices may be utilized:

Circle Process:

A circle is a versatile restorative practice that can be used proactively, to develop relationships and build community, or reactively, to respond to wrongdoing, conflicts, and problems. Circles can be used as a tool to teach social skills such as listening, respect, and problem solving. Circles provide people an opportunity to speak and listen to one another in a safe atmosphere and allow educators and students to be heard and offer their own perspectives. Circles can also be used to celebrate students, begin and end the day, and discuss difficult issues.

Peer Mediation:

One method of resolving conflict with student voice is through peer mediation. Peer mediation is a demonstrably effective youth leadership model that trains students to help other students resolve differences. Peer mediation recognizes that students can utilize conflict resolution practices and social skills to play a leadership role in increasing peace and reducing disruptions in their school.

Proactive and Post-Conflict Resolution:

Conflict resolution programs provide students with problem-solving and self-control skills. These programs teach young people how to manage potential conflict, defuse situations, assuage hurt feelings, and reduce any inclination to retaliate after a conflict. Conflict resolution programs walk students through their emotions in the presence of one another and guide them through a team process of addressing the issues that gave rise to the conflict in the first instance. Because conflict resolution addresses and works to resolve the root causes of conflict, it helps prevent future incidents from occurring.

Conduct During School-Sponsored Excursions Discipline Procedure

Students are expected to abide by the same code of behavior outside the school as when they are inside the school building, including but not limited to school-sponsored activities. In addition, students must respect the established policies of any host school or agency.

Any students who violate the School's expectations during a school-sponsored excursion may be subject to all above-referenced consequences, including restrictions prohibiting students from future participation in school-sponsored activities. The parent(s)/guardian(s) of a student who commits a serious offense during a school-sponsored excursion will be informed by telephone, and the student will be prohibited from further participation and sent home immediately, if feasible. Upon return to the school, the student will face discipline in accordance with the guidelines established in the Family Handbook. If warranted, the student

also will be required to make reparations and apologies, as appropriate, to any host school or agency involved in the event.

ADDITIONAL PRACTICES AND PROCEDURES TO MAINTAIN COMMUNITY NORMS

TECHNOLOGY USE IN THE CLASSROOM

Bennett Day School provides technology for use as a tool to enhance classroom teaching and learning. Access to the computer network and the Internet offers valuable, diverse, and unique resources. The appropriate use of technology promotes academic excellence by facilitating inquiry, fostering collaboration, igniting innovation, and enabling communication.

Technology Usage (School Hardware and Software)

We are pleased to offer Bennett Day School students access to certain elements of school computer equipment, computer network and systems, electronic mail service and user accounts, the Intranet and the Internet (collectively “Bennett Day IT”). Bennett Day IT is provided for students to conduct research and communicate with others. Access to Bennett Day IT is given to students who agree to act in a considerate and responsible manner. Access is a privilege – not a right. Access entails responsibility. Students are expected to adhere to the following guidelines and policies applicable to the use of Bennett Day IT. Students who violate these policies may be subject to disciplinary or legal action, up to and including dismissal. Bennett Day IT is shared and available to the Bennett Day School community. These resources may not be used in any way that disrupts or interferes with use by others. Students must respect all copyrights and licenses to software and other online information, and may not upload, download, or copy software or other material through Bennett Day IT.

The following are some of the actions that are not permitted:

- Damage, vandalism, or theft of equipment, systems or networks;
- Use of the computer equipment, networks, and systems for unlawful purposes, commercial purposes (without permission), or personal gain;
- Violations of copyright law;
- Plagiarism;
- Theft, piracy, improper downloading or modification of software;
- Transmitting computer viruses;
- Sending or retrieving information that violates school policies and/or applicable laws (e.g., sending and/or retrieving information that is pornographic, vulgar, racist, sexist, abusive, harassing, offensive or attacking);
- Any attempt to guess passwords, use another’s password, break into other accounts, or gain unauthorized access to administrator accounts;
- Trespassing in another’s portfolio, folders, work, or files;
- Concealing or misrepresenting one’s identity while using the system;
- Intentionally wasting limited resources;
- Cyber-bullying;
- The use of VPN applications to circumvent the school’s network security measures;
- Any use which is unlawful under applicable State or Federal law;

- Any use which Bennett Day determines is objectionable in its sole discretion. Students are responsible for their own behavior on Bennett Day IT just as they are everywhere in the school environment. Communications on Bennett Day IT are often public in nature.

General school rules for behavior and communications apply. It is presumed that users will comply with school standards. Aside from the clarification of such standards, Bennett Day is not responsible for restricting, monitoring, or controlling the communications of individuals utilizing the network.

Bennett Day and Access/No Expectation of Privacy

Bennett Day IT and all user accounts are the property of Bennett Day School. As such, Bennett Day reserves the right to monitor and access information on the system and in users' accounts. Network storage areas may be accessed by Bennett Day to review files and communications, maintain system integrity, and to ensure that users are using the system responsibly not violating school policies. There is no right to privacy nor should any user of Bennett Day IT have any expectation of personal privacy in any matters stored in, created, received, or sent over Bennett Day IT. These are subject to review by the School at any time, with or without notice, with or without cause, and without the permission of any student or parent/guardian. Bennett Day reserves the right to monitor access, retrieve, download, copy, listen to, or delete anything stored in, created, received or sent over school computer networks, computers, e-mail system or any other Bennett Day IT, without notice and without the permission of any user. Moreover, to protect the integrity of the Bennett Day IT and the users thereof against unauthorized or improper use of these systems, Bennett Day reserves the right, without notice, to limit or restrict any individual's use, and to inspect, copy, remove, or delete any unauthorized use of this technology upon authorization of the School Director or his/her designee.

Access to e-mail and the Internet will enable students to explore thousands of libraries, databases, and bulletin boards while exchanging messages with Internet users throughout the world. Families are reminded, however, that Bennett Day School does not control the content of the Internet. Accordingly, Bennett Day does not have control over the type of information accessible to students or the quality of the same, though Bennett Day does use internet filters. Bennett Day School cannot completely limit access to materials that a parent/guardian or family might consider inappropriate. While our intent is to make Internet access available to further educational goals and objectives, students may find ways to access other materials as well. Bennett Day believes that the benefits to students from access to the Internet, in the form of information resources and opportunities for collaboration, exceed any disadvantages. But ultimately, parents and guardians of minors are responsible for setting and conveying the standards that their children should follow when using media and information resources. Ultimately, appropriate use of this resource is the responsibility of the user.

TELECOMMUNICATION DEVICES (CELL PHONES)

Telecommunication devices, including cell phones, smart watches, and beepers/pagers usage is not permitted in PreK-12th grade during school hours. Cell phones for Middle and Upper

School students must be turned in to advisors at the beginning of the day and they are returned to students at the conclusion of the school day (or for off-campus lunch). Students in the Early Childhood and Lower Schools are discouraged from bringing a cell phone to school as we do not provide secure storage outside of the classroom in these grades. Smartwatches must be placed in “school mode”.

In the event students are in possession of telecommunications devices, including, but not limited to, pagers, beepers, smartwatches, and cellular phones, while on school property or while attending school-sponsored or school-related activities will observe the following conditions:

1. Students will not use telecommunication devices in a manner that poses a threat to academic integrity, disrupts the learning environment, violates the school’s policy on harassment and bullying, or violates the privacy rights of others;
2. Students will not send, share, view or possess pictures, text messages, emails or other material depicting sexually explicit conduct, in electronic or any other form, on a cell phone or other electronic device, while the student is on school grounds, at school sponsored events or on school buses or vehicles provided by the school;
3. When a school official has reasonable suspicion, based on objective and articulable facts, that a student is using a telecommunication device in a manner that violates the law or school rules, the official may confiscate the device, which will only be returned to the student’s parent or legal guardian, or law enforcement, where appropriate;
4. By bringing a cell phone or other electronic device(s) to school or school-sponsored events, the student and their parent/guardian consent to the search of the device when school officials have a reasonable suspicion, based on objective and articulable facts, that such a search will reveal a violation of the law or school rules. The scope of the search will be limited to the violation of which the student is accused. Content or images that violate state or federal laws will be referred to law enforcement;
5. Students are responsible for devices they bring to school. The school will not be responsible for loss, theft or destruction of devices brought onto school property or to school sponsored events;
6. Students will comply with any additional rules developed by the school concerning the appropriate use of telecommunication or other electronic devices.
7. To improve the academic environment and provide students with executive functioning support, Faculty Advisors/Teachers will remove the use of student individual electronic devices (cell phones and smartwatches not in “school mode”) by collecting these devices at the beginning of the school day and returning them to the students at the conclusion of the school day (or during off-campus lunch if applicable).

Students who violate this policy will be subject to disciplinary action, up to and including dismissal.

Social Media

Blogs, podcasts, and social media websites such as, but not limited to, Facebook, Twitter, Pinterest, Instagram, Tumblr, WhatsApp, Houseparty, Snapchat, and TikTok offer members of the Bennett Day community an opportunity to connect, communicate, and extend learning.

However, use of online tools requires diligence and responsibility. Students and families are ultimately responsible for their own conduct on social media and the Internet. Most of the popular social media services require users to be **at least 13 years of age**. At Bennett Day, we seek to reinforce the ideals of diligence and responsibility through an age-appropriate curriculum that focuses on developing ethical behavior, building empathy, understanding privacy, and establishing a tone of decency in all communications. However, Bennett Day School asserts no responsibility for monitoring student or parent conduct online outside of its obligations under the Bullying, Harassment, and Hazing Policies.

Faculty and staff cannot “friend” or accept as “friends” current students on any of their personal social media platforms except LinkedIn, and this should be in the context of a school-related project only. Bennett Day employees have been advised to use restraint and discretion when interacting with families via social media. Parents should not be offended if “friend” requests or other social media invitations are turned down.

Publishing work, photos, videos, or ideas on the Internet is a very public activity. We ask all members of the community—including students, families, faculty, and staff—to think carefully about anything you publish.

Anyone seeking to post photos, videos, or information that identifies Bennett Day School, its students, faculty, or staff must first obtain permission from the appropriate school director. If permission is granted, please refrain from using student last names, using only the first name and the initial of their last name. Bennett Day School is not responsible for privacy disclosures by other families that occur in violation of this guideline.

Be fair, accurate, and respectful in what you write about yourself and others. Do not give out any personal information about yourself or others. Write about what you know and make sure all facts are substantiated. Use common sense. Do not use commentary that is deemed to be defamatory, obscene, or libelous. Exercise caution regarding copyrighted materials and legal conclusions.

Any misuse of social media, including cyberbullying, compromises these goals and can result in disciplinary action.

Video/Audio Recording of Classes

Any audio or video recording of a class or any other instructional space, including off campus spaces, is permitted only with advance permission of the classroom teacher and/or School administration. Students and parents are prohibited from recording any live stream/synchronous class experiences.

Solicitations

Student solicitations (fundraisers, collections, etc.) of any kind are not permitted unless first approved by the Principal and/or School Administration.

DRESS CODE

Clothing

Preparation for the school day, for students and faculty, includes transitioning from a home/family life mindset to a school mindset. Part of that preparation includes choosing clothing that reflects self in tandem with the expectations of that school life. Being a creative and innovative student may involve considering one's own sense of fashion or identity within the selection of such items as shoes, tops, socks or belts. Outside of school-life this might also be true for the selecting of branding imagery on the materials that make up those garments.

Bennett Day School's student dress code supports equitable educational access and is written in a manner that does not reinforce stereotypes. To ensure effective and equitable enforcement of this dress code, school staff shall enforce the dress code consistently and in a manner that does not reinforce or increase marginalization or oppression of any group based on race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income or body type/size. Bennett Day School faculty understand that student expression of identity is a critical aspect of development and take into consideration the developmental needs and expectations of each age when enforcing the dress code policy.

While many aspects of individual/personal expression are encouraged at school, Bennett Day discourages clothing iconography designed to advertise, commercialize, campaign, or politic.

We maintain a dress code that helps prepare children for the work of our particular school experience and alleviates the commercialization of childhood in clothing choices at school. As a school that encourages students to consider the impact of visual imagery in their own design-work, we welcome conversation that involves these choices. However, we do maintain a dress code that strives for less commercialization of childhood in our clothing choices at school. We have seen how branded items can take over a child's play ideas, or narrow their focus of learning exploration, rather than embracing wonder and curiosity while also practicing flexibility. We encourage you to engage with your children in this conversation as well.

Early Childhood And Lower School Dress Code Guidelines

Early Childhood and Lower School students spend a great deal of time active, on the floor, and involved in physical activity and learning. Students wearing a skirt should also wear tights, leggings, bloomers (such as Monkeybar Buddies), shorts, or biker shorts.

The school *recommends* no commercialized individual logos, icons, or pictures on shirts, pants, or masks, however, they are permitted. These images include but are not limited to trademarked iconography such as Anna/Elsa/Olaf/Sven, Mickey Mouse, sports team t-shirts, Superman's 'S', etc.

The school seeks out creativity and ideas of each student through their play and learning. Sometimes, when children wear an *Elsa* shirt, they or others determine that their role in play MUST be Elsa or only a princess. That might really limit play ideas to only one role for each person. Imagine the many roles and stories that can and will be inspired by each student's ideas, experiences, travels, books read, and how sharing those with others will provide endless play possibilities.

Students should wear clothes that are comfortable, easy for a child to manage, and cover body parts adequately. Tempera paints, projects with clay, and digging in the dirt are messy business and may stain clothing, so please provide your child with a selection of school clothing that can survive the challenge of a hands-on school day.

Any text that creates a hostile or intimidating environment based on any protected class or consistently marginalized groups are not permitted.

Winter Outdoor Dress

Chicago winters are not to be taken lightly! Unless the temperature or wind chill is below 20 degrees, children will have outdoor play. In preparation for outdoor winter play, please adhere to the following outdoor clothing requirements on days with snow, predicted snowfall, and low temperatures:

- Snow boots (look for those with handles for little hands to pull on);
- Snow pants or snow suits; and
- Child-sized hats, insulated mittens, and scarves (avoid gloves in PreK and JK).

A great self-care skill to practice at home: zipping up one's coat, putting on one's snow pants, and pulling on one's own boots. Plan accordingly; this will take a little time.

Extra Clothing

This clothing should include a pair of pants, a pair of socks, a shirt, and a pair of underwear. If a student requires their extra clothing at school on a given day, please replace it the next school day. Label extra clothing with the student's name and be sure that these clothes are appropriate for most types of weather.

Middle And Upper School Dress Code Guidelines

We understand that, as students enter adolescence, they take more ownership over their choices, including that of their dress. This requires the school to consider age and developmental level when creating a dress code. The notes below address dress policies that may be unique to (but are not necessarily limited to) Middle and Upper School students.

Bennett Day School expects that all students will dress in a way that is appropriate for the school day or for any school sponsored event. School appropriateness is determined by a number of factors, including but not limited to the age and developmental level of the student. Students participating in an internship or apprenticeship should dress in a manner consistent with the expectations of their place of employment.

Student dress choices should respect the school's intent to sustain a community that is inclusive of a diverse range of identities. The primary responsibility for a student's attire resides with the student and their parent(s) or guardian(s). Any restrictions to the way a student dresses must be necessary to support the overall educational goals of the school and must be explained within this dress code.

Students must wear, while following the basic principles of:

- a. Certain body parts must be covered for all students at all times. Clothes must be worn in a way such that genitals, buttocks, breasts, and nipples are fully covered with opaque fabric.
- b. A shirt (with fabric in the front, back, and on the sides under the arms that adequately covers the midsection), AND pants/jeans or the equivalent (for example, a skirt, sweatpants, leggings, a dress or shorts), AND shoes.

**Learning Experiences that include attire as part of the curriculum (for example: professionalism, public speaking, and job readiness) may include assignment-specific dress, but should not focus on covering bodies in a particular way or promoting culturally-specific attire. Activity-specific shoe requirements are permitted (e.g., athletic shoes for PE).*

ADDITIONAL DRESS CODE GUIDELINES

Clothing and the Seasons

Remember that the city is our classroom, and students may be taking walks on a regular basis in snow, rain, and shine. We recommend checking the daily weather forecast. Please label all rain, snow, and summer apparel.

Shoes

Please check the weather to ensure that the shoes your child wears to school are the same shoes they will wear for outdoor recess and/or neighborhood walks.

Please note for all students:

- Shoes must be closed toe and rubber soled.
- Shoes may not be sandals with strap back or flip flops.
- If students come to school in outdoor weather boots, they must bring a change of shoes to wear indoors.
- Students must wear gym shoes on PE days.

Inappropriate Dress

Students Cannot Wear:

- Violent language or images;
- Images or language depicting drugs, alcohol, weapons, or any illegal item or activity;
- Hate speech, profanity, pornography;

- Images or language that creates a hostile or intimidating environment based on any protected class or consistently marginalized groups;
- Any clothing that reveals visible undergarments (visible waistbands and visible straps are allowed);
- Sports bras and swimsuits (except as required in class or athletic practice);
- Accessories that could be considered dangerous or could be used as a weapon; or
- Any item that obscures the face or ears except as a religious observance or health-related coverings. All required face coverings must conform to the protocols for appropriate attire set forth above.

Dress Code Enforcement

To ensure effective and equitable enforcement of this dress code, school staff shall enforce the dress code consistently using the requirements below.

Bennett Day School retains the discretion to determine whether student clothing is in violation of this Dress Code policy. However, faculty shall not have discretion to vary the requirements in ways that lead to discriminatory enforcement.

- Students in violation of the dress code will be provided three (3) options to be dressed more to code during the school day:
 - Students will be asked to put on their own alternative clothing, if already available at school, to be dressed more to code for the remainder of the day;
 - Students will be provided with temporary school clothing to be dressed more to code for the remainder of the day; or
 - If necessary, students' parents may be called during the school day to bring alternative clothing for the student to wear for the remainder of the day.
- No student shall be subject to dress code enforcement solely because of racial identity, sex assigned at birth, gender identity or expression, sexual orientation, ethnicity, cultural or religious identity, household income, body size/type, or body maturity.
- School staff shall not enforce the school's dress code more strictly against transgender and gender nonconforming students than other students.
- Students should not be shamed or required to display their body in front of others (students, parents, or staff) in school. "Shaming" includes, but is not limited to:
 - Kneeling or bending over to check attire fit;
 - Measuring straps or skirt length;
 - Asking students to account for their attire in the classroom or in public spaces in front of others;
 - Calling out students in spaces, in hallways, or in classrooms about perceived dress code violations in front of others; in particular, directing students to correct sagged pants that do not expose the entire undergarment, or confronting students about visible bra straps, since visible waistbands and straps on undergarments are permitted; and,
 - Accusing students of "distracting" other students with their clothing.

These dress code guidelines shall apply to regular school days and summer school days, as well as any school-related events and activities.

TOYS AND ITEMS FROM HOME

While we recognize that toys and items from home can provide many opportunities for social engagement and enrich a child's play, toys from home must stay at home and not accompany a student to school. Toys and items include, but are not limited to: crowns, dolls, costume items, game cards, iPads or other tablets, board games, trucks, Lego sets, dinosaurs, action figures.

To ensure appropriate support for your child's emotional or sensory needs, please communicate any items (e.g., fidget tools) that could temporarily support your student to the School Counselor and/or Division Director for approval.

CELEBRATIONS

Birthdays

For families that celebrate birthdays, the school will acknowledge the child's birthday in the following two ways:

- During Morning Meeting or Advisory, the child will be recognized and receive acknowledgements from classmates and teachers.
- In Early Childhood and Lower School, the child will be celebrated with song.

For children whose birthdays fall in the summer months, their birthdays will be celebrated around their half birthdays or during the last month of school.

Bennett Day will not allow parents to send food or favors to distribute on their child's birthday.

In the event that you plan a birthday party outside of school for your child, Bennett Day School requests that you use good judgment when inviting classmates to a birthday party. When hosting a birthday party outside of school that includes some but not all of your child's classmates, please limit the number of students from your child's class. Invitations will not be sent home via school. If you invite children along gender lines, we ask that you be cognizant that multiple gender identities exist. Please reach out to your classroom teacher if you would like guidance. Gifts for a child should be given outside of school and should not be sent to school.

Holidays

Bennett Day School does not celebrate or host events around religious holidays such as Christmas or Hanukkah, or calendar holidays such as Halloween or Valentine's Day, rather we work to honor and celebrate all traditions of our families and larger community through recognition, cultural studies and family and student sharing.

ACADEMIC HONOR CODE

The Bennett Day School community—faculty, students, and parents—strives for a spirited search for knowledge, and expects all work to be a true and honest reflection of that search. To ensure the integrity of this, students will not cheat, plagiarize, lie, steal, or condone these unethical acts. In a spirited search for knowledge, learners should:

- Make a genuine attempt to do the work independently, first;
- Honestly admit to the teacher or peers when they need assistance;
- Form a study group and/or get outside assistance.

In the educational setting, learners should: build on existing knowledge to deepen understanding; guide/seek with questions; share/seek ideas, not simply answers; share/seek a new or contrasting perspective; share personal talents; pursue interests with passion. Above all, learners should share/seek knowledge for the sake of individual growth, not merely credit.

Cheating includes plagiarism, collusion, duplication of work, misconduct during an examination and the disclosure of information on any examination, etc. Examples are the falsifying of records, the use of technology to gain answers, allowing another person (friends, parents, tutors, etc.) to do work identified as the student's. Plagiarism is defined as submitting another person's work and identifying it as their own. This includes any work submitted without a citation giving credit to the creator of the intellectual property.

If a student is found to have committed a violation of the Academic Honor Code, the first offense will result in a meeting between the student, their advisor, and the Director/Counselor and a requirement that the student revise or resubmit the assignment. A second violation will result in a meeting between the student, their advisory, the Director/Counselor and a parent. Violations after the second will result in a meeting with the Director and the family with consequences up to and including dismissal from the school. Any assignments deemed to be the result of a violation of the academic honor code must be resubmitted and do not qualify for application towards competency completion.

Bullying, Harassment, and Hazing

Bennett Day School seeks to provide a healthy and safe environment for every member of the school community. Bullying is against state law and school policy. Harassment, hazing, and bullying have no place at Bennett Day, regardless of First Amendment or Constitutional rights. This policy is not intended otherwise to infringe upon any right to free expression or the free exercise of religion or religiously based views under the First Amendment to the United States Constitution or Section 3 of Article 1 of the Illinois Constitution.

Bennett Day School does not tolerate discrimination or harassment on the basis of gender, gender identity, sex, race, color, religion, sexual orientation, national origin, ethnicity, ancestry, physical or mental disability, or any other characteristic protected under applicable law.

Bullying is prohibited:

- During the school day on school property, on a school bus or at a school sponsored activity;

- Through the transmission of information from a school computer or computer network, or other electronic school equipment;
- When communicated through any electronic technology or personal electronic device while on school property, on a school bus, or at a school-sponsored activity;
- When it does not occur during the school day on school property, on a school bus, or at a school sponsored activity and can be shown to pose a clear and substantial interference with another student's right to access educational programs.

Definitions:

Harassment:

- Harassment means an incident or incidents of verbal, written, visual, or physical conduct, including any incident conducted by electronic means, based on or motivated by a student's or a student's family member's actual or perceived race, creed, color, national origin, religion, ethnicity, marital status, disability, sex, sexual orientation, or gender identity that has the purpose or effect of objectively and substantially undermining and detracting from or interfering with a student's educational performance or access to school resources or creating an objectively intimidating, hostile, or offensive environment. Harassment may also constitute one or more of the following: sexual harassment; racial, religious, or ethnic harassment; or harassment of any other member of a protected class.

Bullying:

- Bullying is an often intentional, repeated, behavior that hurts, harms, or humiliates a student, either physically or emotionally, and can happen while at school, in the community, or online.
- Bullying means any severe or pervasive physical or verbal act or conduct, including communications made in writing or electronically, directed toward a student or students that has or can be reasonably predicted to have the effect of one or more of the following:
 - Placing the student or students in reasonable fear of harm to the student's or students' person or persons;
 - Causing a substantially detrimental effect on the student's or students' physical or mental health;
 - Substantially interfering with the student's or students' academic performance;
 - or
 - Substantially interfering with the student's or students' ability to participate in or benefit from the services, activities, or privileges provided by a school.
- Bullying may take various forms, including but not limited to: harassment, threats, intimidation, stalking, physical violence, sexual harassment, sexual violence, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying
- "Cyber-bullying" means bullying through the use of technology or any electronic communication.

Hazing

Hazing means any act committed by a person, whether individually or in concert with others, against a student in connection with pledging, being initiated into, affiliating with, holding office in, or maintaining membership in any organization which is affiliated with any program operated by the school; and which is intended to have the effect of, or should reasonably be expected to have the effect of, humiliating, intimidating or demeaning the student or endangering the mental or physical health of the student. The policy does not require substantial risk of emotional or physical harm. Therefore, any fear, embarrassment or pain caused by an act of hazing is prohibited. "Hazing" also includes soliciting, directing, aiding, or otherwise participating actively or passively in the above acts. Hazing may occur on or off school grounds.

Making a Complaint

Any individual who believes that they have been harassed, bullied, or hazed, or who witnesses or knows of a student who has been, should promptly report this to the appropriate Director, a school counselor, or teacher. Anonymous complaints may be made; however, no formal disciplinary action will be taken solely on the basis of an anonymous report. To make an anonymous complaint, students or parents may complete the form located in Blackbaud.

An investigation will take place if the report falls within the definitions of bullying, harassment and/or hazing, as a verified report, and the findings will be reported to the Principal, who will determine disciplinary action that is appropriate to the incident. In some circumstances, Bennett Day School is required by law to report incidents of harassment, hazing, and bullying to state officials or law enforcement—these circumstances include:

- *False Complaints:* Any student who knowingly makes a false accusation regarding harassment, bullying, or hazing may be subject to disciplinary action, unless the person has a good faith belief that an incident occurred or is occurring.
- *Retaliation:* Anyone who retaliates against a complaint of harassment, bullying, or hazing is also in violation of school policy and may be subject to disciplinary action. A student may violate this anti-retaliation provision regardless of whether the original complaint turns out to be true.

Investigation

Promptly upon receipt of a verified report of bullying, the Principal will be notified. The Directors will perform the investigation and report the findings to the Principal. All reasonable efforts will be made to complete the investigation within 10 school days of the date the report of bullying was received and taking into consideration additional relevant information received during the course of the investigation. The Director will involve other school personnel as appropriate in the investigation process.

Consistent with federal and State law, parents/guardians of students who are parties to the investigation will be provided with information about the investigation and given the opportunity

to meet with the Director, Counselor, or Principal to discuss the investigation, the findings of the investigation, and the actions taken to address the reported incident of bullying.

Interventions and Consequences

Students who are found to have engaged in bullying, harassment, or hazing may be subject to disciplinary action. Bennett Day School may, in lieu of or in addition to, provide intervention services such as restorative measures. Students deemed to have falsely accused another of bullying, harassment, or hazing as a means of retaliation or as a means of bullying, harassment, or hazing may be subject to disciplinary actions up to and including those outlined in the section labeled “Disciplinary Practices and Procedures.”

Sexual Harassment

Sexual harassment is a form of discrimination and means:

- Unwelcome sexual advances, including verbal or physical conduct;
- Unwelcome requests for sexual favors; and/or
- Other verbal or physical conduct of a sexual nature when:
 - Submission to such conduct is made either explicitly a term or condition of an individual's employment or educational advancement
 - Submission to or rejection of such conduct by an individual is used as a basis for employment decisions or educational decisions affecting such an individual or such conduct has the purpose or effect of substantially interfering with an individual's work or academic performance, or creating an intimidating, hostile or offensive working or educational environment, if it is known or should be known that the behavior is unwelcome.

Some examples of sexual harassment include, but are not limited to:

- Verbal: offensive sexual language, jokes of a sexual nature, unwanted flirtations, or sexually degrading words.
- Nonverbal: sexually suggestive objects or pictures, or obscene or insulting gestures.
- Physical: unwanted or offensive touching or contact, coercing sexual acts.

Because of the professional responsibility of Bennett Day faculty and staff to our students, any intimate or sexual relationship between a Bennett Day employee and student will be grounds for immediate action under this policy.

Anyone who believes that they are a victim of sexual harassment should report this to a counselor, the appropriate Director, the Principal, or to a trusted faculty member, who will notify the responsible employee listed above. A prompt and equitable inquiry will follow any complaint and the School will follow the complaint, investigation, and intervention procedures as outlined above.

Drug and Alcohol Policy

Bennett Day School is committed to supporting educational activities that contribute to the creation of a complete and unified community dedicated to teaching, learning and helping students become responsible members of society. Drugs are physiologically and

psychologically harmful to the individual, detrimental to the development of a healthy school community and may subject students to criminal liability. The sale, possession and/or use of drugs and alcohol do not contribute to the fulfillment of the School's mission. The creation of a drug-free environment, therefore, is essential to creating a healthy and focused community that can work toward fulfilling the school's mission. To reach the goal of a drug-free school, the whole community must work together to achieve results. When a violation of the school's drug prohibition has occurred, the school will act as appropriate to educate and rehabilitate the individual student, as well as protect the community.

Definitions:

"Drugs" shall by definition include: illegal drugs and alcohol, drugs prescribed for another person, inhalants and drug paraphernalia, all controlled substances and look-alike drugs, any substance used to achieve intoxication

Prohibition:

With regard to drugs, Bennett Day prohibits:

- Use
- Possession
- Being under the influence
- Dispensing
- Control
- Transfer
- Sale
- Creation
- Providing a location for storage or use
- Any behavior or practice that aids and abets illegal drug or alcohol use.

This prohibition applies to all students:

- At any time on school property;
- During regular school hours both on and off school property; and
- At any time during school-sponsored events or school activities both on and off school property.

Procedures for Handling Drug and Alcohol Violations

For first violations that exclusively involve use, the School's response typically will be educative and rehabilitative. The administration, in consultation with relevant Support Services personnel, will review the nature of the offense to determine appropriate consequences. The student's prior history of disciplinary infractions, not limited to drug and alcohol infractions, shall be considered in making this determination. Consequences for first offenses for use may include, but are not limited to, the following and may, at the discretion of the school, be imposed as a condition of continued attendance:

- Drug testing at parental expense and release of the results to the school before the student returns to class
- Rehabilitation or drug counseling
- Required cooperation with adult supervision of free time

- Searches of locker, backpack and/or the belongings carried on one's person
- Suspension
- Notification to local law enforcement if the drug-related incident occurs at School or on School property

Subsequent infractions for use may result in the dismissal or denial of re-enrollment (including the rescinding of a contract). The School will act decisively to prevent use of the building and grounds as a storage or dispensing facility for drugs. Students and their families should expect the most serious infractions (possession, transfer, providing a location for use or creation) to result in dismissal. Consequences for offenses such as possession, transfer, providing a location for use or creation or for subsequent infractions may include:

- Denial of re-enrollment (this may include the rescinding of a contract)
- Dismissal
- Notification to local law enforcement if the drug-related incident occurs at School or on School property

If a drug-related incident occurs at Bennett Day School or on School property, Bennett Day will report such incidents to local law enforcement authorities in conformity with State law.

Safe Harbor

In keeping with the ethos of the school, the administration will respond with assistance and support for any student who proactively and voluntarily seeks help and treatment for his/her own drug or alcohol problem. Safe Harbor insulates the student from School discipline for admitted acts of using drugs or alcohol prior to disclosure or discovery by the Administration; however, it must be clearly understood that students or their parents may not use Safe Harbor as a means of escaping impending disciplinary action, and students faced with impending disciplinary action or who are the subject of a current disciplinary investigation related to the use of drugs or alcohol may not be eligible for Safe Harbor. Additionally, Bennett Day must report students that are involved in drug-related incidents at the School or on School property to local law enforcement. The school may offer Safe Harbor to any student who meets all of the following criteria:

- Voluntary self-identification of drug or alcohol use prior to identification through other means;
- Enrollment in counseling and rehabilitation services as recommended by Bennett Day School's Counseling department;
- Written verification by physicians and therapists of continued counseling and rehabilitation services related to the drug or alcohol use; and
- Abstention from all drug or alcohol use after self-identification

The school also reserves the right to request the results of drug testing from a testing facility approved by the Counseling department. Any further alcohol or drug-related offenses that the school becomes aware of after entrance into Safe Harbor will be treated as a disciplinary matter. Students who seek help through the school counselor are protected by the laws (and limits) governing Illinois mental health confidentiality as applicable.

This policy does not apply to medical cannabis used by students registered as qualifying patients under the Compassionate Use of Medical Cannabis Pilot Program Act, pursuant to state law.

Medical Cannabis

Ashley's Law allows a parent/guardian of a student who is a minor to register with the Illinois Department of Public Health (IDPH) as a designated caregiver to administer medical cannabis to their child. Medical cannabis infused products (medical cannabis) includes oils, ointments, foods, and other products that contain usable cannabis but are not smoked or vaped. Smoking and/or vaping medical cannabis is prohibited. If your student is a registered qualifying patient, he/she may administer medical cannabis on school grounds or during school-sponsored activities through either self-administration, administration by a school nurse or school administrator, or administration by a designated caregiver.

A designated caregiver may be an individual other than the student's parent/guardian who is registered with the IDPH. Any designated caregiver must be at least 21 years old and is allowed to administer a medical cannabis infused product to a child who is a student on the premises of his or her school or on his or her school bus if:

1. Both the student and the designated caregiver possess valid registry identification cards issued by the IDPH under the Compassionate Use of Medical Cannabis Pilot Program Act;
2. Copies of the registry identification cards are provided to the School; and
3. That student's parent/guardian completed, signed, and submitted a Non-prescription (OTC) and Prescription Medication Consent Form.

After administering the product to the student, the designated caregiver shall immediately remove it from school premises or the school bus.

Beginning January 1, 2020, the School nurse or a School administrator may also administer medical cannabis infused product to a student who is a registered qualifying patient under the following circumstances:

- While on school grounds;
- While at a school-sponsored activity; or
- Before or after normal school activities, including transportation on a school bus.

In order for a School nurse or School administrator to administer medical cannabis to a student, the student's parent/guardian must have completed, signed, and submitted a Non-prescription (OTC) and Prescription Medication Consent Form.

Beginning January 1, 2020, a student may also self-administer medical cannabis if he/she is a registered qualifying patient and the self-administration takes place under the direct supervision of a School nurse or School administrator. In order for a student to self-administer medical cannabis, the parent/guardian must have completed, signed, and submitted a Consent to Self-Administer Medical Cannabis form.

Medical cannabis may not be administered in a manner that, in the opinion of the School, would create a disruption to the educational environment or cause exposure of the product to other students. School employees are not required to administer medical cannabis.

Discipline of a student for self-administering or being administered a product by a school nurse, school administrator, or designated caregiver pursuant to this Medical Cannabis policy is prohibited. The School may not deny a student attendance solely because he or she requires administration of medical cannabis during school hours.

Tobacco and Vaping Policy

Tobacco possession, smoking, chewing, and vaping is not allowed during the school day or at any time on school grounds. This includes any events held on the Bennett Day School campus, at school sponsored events or activities held off campus or on class trips. Smoking and vaping are harmful to the individual and to those who are around the person engaging in it. In addition, out of consideration for our neighbors, students may not smoke or vape on or near bordering property at any time. Students who violate this policy by using, possessing or supplying tobacco or vaping products to other students will be subject to disciplinary action.

Gambling

Gambling, or the appearance of such, is prohibited on campus or while a student is engaged in any school-sponsored event.

STUDENT EVALUATION AND ASSESSMENT

Bennett Day School values ongoing documentation as a tool that provides authentic assessment of the learning process. We view each piece of data as one snapshot of a student's progress at that point in time.

Developmental Milestone and Competency-Based Reports and Narratives

Parents/Guardians will receive a report of their child's overall performance from their child's lead teacher(s) prior to the Fall, Winter and Spring conferences (PreK and JK will have conferences in the Fall rather than reports). These reports include an overview of performance indicators at their child's grade level. The report focuses on the individual child's growth as observed and documented throughout the learning process. In Early Childhood and Lower School, student narrative reports are written under the following developmental domains: Social and Emotional Development, Language Development, Cognitive Development, and Physical Development.

In the Middle and Upper School, student competency-based and narrative reports are written under the developmental domains of Logic and Reasoning, Strategic Foresight, Problem Solving, Self-Awareness, and Global Competence.

Documentation

Throughout the school year, teachers document learning using various media including but not limited to pictures, videos, voice recordings, and samples of student work, to serve as

examples of specific student development and growth. This media is curated on a class website or Learning Management System in Middle and Upper School.

HOMEWORK

At Bennett Day School, homework is minimal and has clear purpose and intentionality. General group/classroom extensions may be assigned to enhance a class project. For example, in a study of neighborhoods and our community, we may ask you to draw a map of your block with your child.

Early Childhood and Lower School Homework Guidelines

Below are the Bennett Day School expectations of carrying the learning process over from school to home. These expectations will shift as developmentally appropriate.

Daily Reading: Whether it is a picture book with minimal text or a chapter book as your child gets older, nightly reading strengthens a love of literacy as well as builds the skills needed for strong readers. This shared experience provides a time for you to ask your child questions, learn and explore new vocabulary, and engage in discussions elicited from the joy of reading.

Environmental Print: Environmental print is the print of everyday life. It is the STOP sign on the drive home, the local grocery store logo, the toy store catalog, and the name of your street. Reading environmental print is the entry point for children to begin reading and writing. Children read environmental print in the context of their everyday experiences, therefore it has meaning and value to them. Point out environmental print during the time you spend with your child. Recognizing environmental print is the first step in bridging the gap between the print your child sees in everyday life and the functional print they will experience as they begin reading and writing.

Incidental Math: Research indicates that incidental math exposure leads to stronger student outcomes in mathematics. Everyday activities are rich with numeracy and mathematical concepts. Counting the appropriate number of forks needed to set the table, reading price tags, sorting laundry, measuring height, and recording sports' statistics are just a few examples of the many ways you can help build a foundational knowledge of the meaning and function of mathematics in everyday life.

Middle and Upper School Homework Guidelines

Students may receive homework in any subject over the course of a trimester. Teachers have discretion in assigning work, but it is expected that any homework assigned will have a justification rooted in our learning philosophy.

APPROACH TO INDIVIDUAL ACADEMIC CHALLENGES

Bennett Day School embraces a diverse community of learners and students. Every effort will be made by Bennett Day School faculty to support children and their learning. When a child is

struggling academically or social-emotionally in our program, faculty will work closely with families and any outside supports working with the family to develop a plan to support student growth and progress.

The school may request or require that a family take certain steps to best meet their child's needs in and out of school. The relationship between home and school, including with any outside providers working with the child, is critical. Communication and shared strategies are essential and serve to provide the child with the greatest likelihood for success in the school environment.

For students that have received diagnostic evaluations and qualify for learning accommodations, our Student Support Team will organize an annual staffing meeting to review student goals, accommodations and recommendations. A Home School Support Plan will be developed following the evaluation and reviewed each school year with the teaching team and parents/guardians.

If a student demonstrates consistent academic challenges and shows little or no progress towards improvement, and the Student Support Team, Principal or Director(s) feel it is necessary to address the issue administratively, options may include, but are not limited to, the following:

1. *Meeting:* The student's classroom teacher will work in conjunction with the Student Support Team and appropriate Director and the parent/guardian to communicate specific concerns and determine the best course of action for supporting the student. An Academic Action Plan may be developed at this meeting or following this meeting
2. *Academic Action Plan:* A formal document that must be signed by parent(s)/guardian(s) and the School and can include, but is not limited to: adherence to academic interventions, implementation of outside supports, diagnostic evaluation, and/or parent/guardian home requirements. Academic Action Plans will include monitoring of progress and a probationary timeframe which could include restrictions. If this monitoring demonstrates that a student is unable to meet or progress toward the academic standards of the School program, the student may be subject to other interventions, up to and including dismissal.
3. *Dismissal:* The Principal, after consulting with the appropriate Director and Student Support Team, may decide to dismiss a student under the grounds that the student is unable to meet Bennett Day School's academic standards.
4. *Reapplication:* After dismissal or withdrawal from the school, students may apply for readmission subject to the approval of the Principal. Students may apply for readmission after a six-month waiting period. Bennett Day will review several factors when considering readmission, including but not limited to,

academic progress. Readmission approval and factors utilized in determining whether to grant readmission are at the sole discretion of Bennett Day School.

The School does not, solely by reason of disability, discriminate against or exclude any individual from participating in or receiving the benefits of its program or activities. Furthermore, the School does not exclude any individual, solely by reason of disability, from the full and equal enjoyment of its services and facilities, unless the individual poses a direct threat to the health or safety of others or the student is unable to meet the requirements of the School's program, even with modifications of policies, practices, or procedures, or by the provision of support staff or services. The School will not exclude any individual from the full and equal enjoyment of its services and facilities because of the individual's association with a person with a disability. The School will make reasonable modifications to policies, practices, or procedures when such modifications are necessary to ensure equal access to its services and facilities to individuals with disabilities, unless doing so would fundamentally alter the nature of the School's program and services or would pose an undue burden to the School. If you would like to discuss modifications for your child, requests for reasonable modifications can be made to the appropriate Director.

CLASSROOM AND ADVISORY PLACEMENT POLICY

The school makes student placement decisions with input from the faculty and others on the staff who have contact with students. Parents are informed prior to the start of the school year after the final decisions are made. Decisions are based on a number of factors. Although you may have a conversation with a teacher and/or an administrator about your child's needs, a placement will not be guaranteed.

Our goal is to create a balanced and diverse mixture of students in each class and advisory. The process cannot accommodate requests from parents for a particular class, advisory, or teacher. Because optimal class/advisory balance is the primary objective in placing students, parents should not assume that because one of their children had a given teacher or advisor, another child in the family would have the same experience. Class placement may vary from year to year.

STUDENT RECORDS

Bennett Day School student records are primarily those records maintained in Blackbaud, and confidential and personally identifiable information from them will not be released to a third party without consent of the parent or guardian of the student, or the student if he or she has reached the age of majority, other than as provided by law or when deemed necessary by the School, including for educational programming or to protect the health and safety of the student or school community.

Access to Student Records

Parent(s)/guardian(s) shall have access to Blackbaud. Parent(s)/Guardian(s) and students 18 years of age or older may also request access to student records regarding their child and

family according to the following procedure:

1. Parent(s)/guardian(s) or students 18 years of age or older need to: **Log on to Blackbaud > Resources > Student Records Management tile** to access the Consent for Records Release Form.
2. The form must be downloaded through the student portal as directed above or the form may be requested by reaching out to registrar@bennettday.org.
3. Completed forms must be submitted to the School Registrar at registrar@bennettday.org.
4. The School Registrar prepares the file for viewing.
5. The student records provided may include the following information: General student information, student narratives, competency based reports, and/or developmental milestone reports from the current school year and previous school years, applicable assessment results, attendance history, health records, and where applicable, documentation of participation in extra-curricular school activities.
6. If applicable, the School Registrar mails/emails the student file directly to the requested location and/or parent/guardian if requested.

Student Transfers

When a child transfers to another school, or to a different school district, copies of student records can be requested in writing by the new school or school district or requested by the parent(s)/guardian(s) using the above Access to Student Records procedure and accessing and completing the School's Consent for Records Release Form. All student records will be sent directly to the receiving school in accordance with Illinois law. This form will also allow parents/guardians to provide = consent for faculty members to complete any admissions or application process transfer recommendation requests. If you have any questions or need assistance during these processes, please contact the Registrar at registrar@bennettday.org.

Faculty Information for Student Evaluations

In the event that a student or family requests a faculty member, Director, or the Principal to provide information to a third party (e.g., school, institution, camp, extracurricular program, or medical or therapeutic provider) regarding the student (such as to complete a recommendation form or to inform an outside evaluation), the School requires:

1. A BDS Confidentiality Information Release form must be completed by all parent(s)/guardian(s) of the student before any information will be provided.
2. All documents requested to be completed, including stamped envelopes, be submitted to the Student Support Team with a minimum of two weeks' notice prior to the deadline.
3. All completed documentation will be sent directly to the third party. Completed forms and other information shared are confidential, will not be held or identified in a child's personal file, and are not shared with parents.

If you have any questions or need assistance during these processes, please contact the Student Support Team.

The above actions serve Bennett Day School's commitment and responsibility to protect the safety and well-being of the children it educates. If these procedures undermine that commitment and responsibility in a specific situation, the School is not obligated to adhere to these procedures.

AUXILIARY PROGRAMS

AFTERCARE/BENNETT & BEYOND

Bennett & Beyonds are enrichment classes offered by Bennett Day teachers, auxiliary team members, and community partners. All registrations are final after the second week of the program.

After Care is offered beginning the second week of school until the last full day of school. This open play program is supervised by classroom teachers and Auxiliary team members. Students can enroll on a trimester basis for a discounted rate or drop in daily.

After Care is run in a block system:

- Block 1 begins at the student's scheduled dismissal time and ends at 4:30 pm and includes snack.
- Block 2 runs from 4:30 pm to 5:45 pm.
- On Wednesdays, an Extended Day Block is also offered from 2:15 pm until 3:15 pm for Early Childhood and Lower School students.

REGISTRATION

Students can pre-register for After Care on a trimester basis for discounted rates or sign up for a drop-in day. Registration for Bennett and Beyond Classes are final after the second week of classes. Billing cycles are communicated during registration. Trimester fees must be paid prior to enrollment in the next trimester.

AFTER CARE AND B&B DISRUPTIVE BEHAVIOR POLICY

During After Care/B&B, if a child displays unsafe or inappropriate behavior, parents will be contacted and asked to come pick up their child immediately. After Care/B&B defines unsafe behavior as any behavior which could result in physical or emotional injury to the student, his or her classmates, and/or teachers (including, but not limited to, biting, teasing, tantrums, extreme oppositional behavior, etc). Bennett Day School retains the discretion to determine which student behaviors rise to the level of being considered unsafe and/or violations of student behavior expectations.

After any occurrence of unsafe or inappropriate behavior, the student's behavior will be communicated to the parents and the classroom teacher and documented. After a second incident, the parents may be asked to pick up their child and take a week-long break from After

Care. Prior to the child returning, the parents, After Care team, and the school administration will meet to develop an action plan and/or behavior contract for a successful After Care/B&B experience. After a third incident, the child will not be permitted to attend After Care/B&B for the remainder of the trimester and no refunds will be given. Bennett Day School reserves the right to determine in its sole discretion other appropriate courses of action in response to unsafe student behavior on a case-by-case basis.

LATE PICK UP POLICY

Students that are not picked up during their dismissal window will automatically be enrolled in the next block of AfterCare at the drop-in rate. Due to the nature of Stay & Play, students must be pre-registered to participate.

If a student is not picked up by 6:00 pm when the campus closes, parents will be charged a \$20 late pick up fee and an additional \$1 per minute fee following 6:20 pm

ACTIVITY AND ATHLETIC ELIGIBILITY

Activities such as school clubs, field trips, student government, auxiliary programming, recess, physical education, and interscholastic athletics are considered an extension of the Bennett Day School curriculum; therefore, all students are encouraged to participate. Prior to participating in interscholastic athletic activity, students must complete and return the Agreement to Participate and Acknowledgement of Receipt of Concussion Information form, a current physical, and a signed student athlete agreement. Students must adhere to all guidelines set forth in the Bennett Day School Athlete Agreement. In order to compete in inter-school competitions, students must attend a minimum of five hours of school that day, or the preceding day if the activity, dance, event, practice, or outing occurs on a non-school day. Student absences that are due to religious obligations are not subject to this requirement.

A student is eligible to participate in interscholastic athletics, school sanctioned clubs, or student government if they are in good academic and behavioral standing as determined by classroom teachers and division heads and are cleared for the activities physical requirements by their physician. Students with chronic absenteeism or excessive disciplinary problems may be deemed ineligible to participate in extracurriculars.

CONCUSSION POLICY

The following concussion policy applies to all Bennett Day students, regardless of participation in interscholastic or intramural athletic activities. In order to participate in interscholastic or intramural athletic activity for the school year, the student and the student's parent or guardian or another person with legal authority to make medical decisions for the student, must have signed and submitted the Acknowledgement of Receipt of Concussion Information. Additionally, all student athletes must watch a video that is part of the IHSA online concussion certification program to increase athlete awareness of the risk of concussions and sub-concussive hits to the head at least annually.

Definitions:

- For purposes of this policy, “interscholastic athletic activity” means any organized school-sponsored or school-sanctioned activity for students, generally outside of school instructional hours, under the direction of a coach, athletic director, or band leader, including, but not limited to, baseball, basketball, cheerleading, cross country track, fencing, field hockey, football, golf, gymnastics, ice hockey, lacrosse, marching band, rugby, soccer, skating, softball, swimming and diving, tennis, track (indoor and outdoor), ultimate Frisbee, volleyball, water polo, wrestling, and all other interscholastic athletics.
- “Coach” means any volunteer or employee of Bennett Day School who is responsible for organizing and supervising students to teach them or train them in the fundamental skills of an interscholastic athletic activity, including both head coaches and assistant coaches.

Removal from Interscholastic Athletics Practice and Competition

A student must be removed from an interscholastic athletics practice or competition immediately if one of the following persons believes the student might have sustained a concussion, whether or not the concussion took place while the student was participating in an interscholastic athletic activity:

1. A coach;
2. A physician;
3. A game official;
4. A certified athletic trainer;
5. The student’s parent or guardian or another person with legal authority to make medical decisions for the student;
6. The student; or
7. Any other person deemed appropriate under Bennett Day School’s return-to-play protocol.

This includes students exhibiting signs, symptoms, or behaviors consistent with a concussion (such as loss of consciousness, headache, dizziness, confusion, or balance problems).

A student suspected under this Policy of having sustained a concussion, whether or not the concussion took place while the student was participating in an interscholastic athletic activity, must also be removed from any intramural athletic activities and from the physical activity portion of the physical education course in which the student is enrolled.

Parental Notification

In any case where a student is suspected under this Policy of having sustained a concussion, whether or not the concussion took place while the student was participating in an interscholastic athletic activity, the Director or the Director’s designee shall notify the student’s parent or legal guardian in writing of the School’s knowledge regarding the incident.

Return-to-Learn Protocol

A student suspected under this Policy of having sustained a concussion, whether or not the concussion took place while the student was participating in an interscholastic athletic activity, shall also be assessed by the concussion oversight team under Bennett Day School's return-to-learn protocol to determine if there are informal or formal accommodations, modifications of curriculum, or monitoring by medical or academic staff necessary in the student's educational courses before the student is fully recovered. If available, the Concussion Oversight Team shall consider any proposed accommodations, modifications, monitoring suggested by or other information provided by the student, the student's parent or legal guardian, or a physician or certified athletic trainer who has evaluated the student.

A student suspected under this Policy of having sustained a concussion, whether or not the concussion took place while the student was participating in an interscholastic athletic activity, may not return to educational activities without informal or formal accommodations, modifications of curriculum, or monitoring by medical or academic staff deemed necessary by the concussion oversight team until the student has completed Bennett Day School's return-to-learn protocol and Bennett Day has received a treating physician's or certified athletic trainer's written statement indicating that, in the physician's professional judgment, it is safe for the student to return to learn without such accommodations, modifications, or monitoring. A coach of an interscholastic athletics team may not authorize that a student has completed the return-to-learn protocol.

Return-to-Play Protocol

A student removed from interscholastic athletics, intramural athletics, recess, or physical education activity under this Policy shall not be permitted to return to such athletics or activity until:

1. The student has been evaluated, using established medical protocols based on peer-reviewed scientific evidence consistent with Centers for Disease Control and Prevention guidelines, by a treating physician (chosen by the student or the student's parent or guardian or another person with legal authority to make medical decisions for the student) or a certified athletic trainer working under the supervision of a physician;
2. The student has successfully completed each requirement of the return-to-play protocol established by the concussion oversight team;
3. The student has successfully completed each requirement of the return-to-learn protocol established by the concussion oversight team;
4. The treating physician or certified athletic trainer working under the supervision of a physician has provided a written statement indicating that, in the physician's professional judgment, it is safe for the student to return to play and return to learn; and
5. The student and the student's parent or guardian or another person with legal authority to make medical decisions for the student:
 - a. Have acknowledged that the student has completed the requirements of the return-to-play and return-to-learn protocols necessary for the student to return to play and to learn;

- b. Have provided the treating physician's or certified athletic trainer's written statement indicating that, in the physician's professional judgment, it is safe for the student to return to play and return to learn to the person appointed by the President as responsible for implementing and complying with the return-to-play and return-to-learn protocols adopted by the concussion oversight team; and
- c. Have signed a consent form indicating that:
 - i. They have been informed concerning and consent to the student participating in returning to play in accordance with the return-to-play and return-to-learn protocols;
 - ii. They understand the risks associated with returning to play and returning to learn and will comply with any ongoing requirements in the return-to-play and return-to-learn protocols; and
 - iii. They consent to the disclosure to appropriate persons, consistent with the federal Health Insurance Portability and Accountability Act of 1996, of the treating physician's or certified athletic trainer's written statement indicating that, in the physician's professional judgment, it is safe for the student to return to play and return to learn to the person appointed by the Principal as responsible for implementing and complying with the return-to-play and return-to-learn protocols adopted by the High School's concussion oversight team and, if any, the return-to-play and return-to-learn recommendations of the treating physician or the certified athletic trainer, as the case may be.

PARENT/GUARDIAN LIFE

FAMILY STRUCTURE AND SCHOOL COMMUNICATIONS

The child-centered approach to learning and communication at Bennett Day School extends to our approach to communications between the School and the adult guardians and caregivers in a child's life.

A child may have more than one parent or guardian who plays a significant role in their lives. We know that it is in a child's best interest to include those people in the conversation around their growth and experience in school life. Parent teacher conferences are a time for just that. Conferences may include parents, co-parenting grandparents living with the student, and

co-parenting spouses and partners living with the student, unless prohibited by a court order or parenting agreement on file with the School. Similarly, these co-parenting partners can be added to the class rosters so they are included in grade-wide and Family Association communications, and may participate in volunteer opportunities such as Family Association Committees and field trips.

There may be changes in family structure over the course of a child's life in school, and our focus is on including those adults directly responsible for a child's home life. In the event that a custodial or parenting agreement specifies the requirements for school-home communication, including conferences and documentation, the School will adhere to those requirements to the degree possible without requiring substantive change to our program. A student's records and/or access to the student's educational program may be denied if a current copy of a parenting order or agreement or order of protection that relinquishes and/or limits such parental rights is on file at the School.

Reimbursement for Domestic Legal Issues. In the event of a domestic dispute between the student's parent(s) or legal guardian(s), the undersigned parent(s)/guardian(s) agree to promptly reimburse the School for any and all expenditures incurred by the School resulting from the parent's/guardian's legal disputes, including, but not limited to: parental disagreements about the student's education or placement; divorce proceedings; custody proceedings; and/or modification of custody proceedings. Costs incurred may involve reasonable attorneys' fees/costs to prepare for and/or attend depositions, trials, or hearings; communicating with the parent or parent's counsel or guardians ad litem; responding to subpoenas or records requests; drafting letters or motions; performing research; and travel. The undersigned parent(s)/guardian(s) agree to reimburse the School for such fees/costs within thirty (30) days of the School billing the parent for such expenses. Any dispute between the parents/guardians regarding which parent/guardian may owe which portion of the bill should be resolved between the parents/guardians so that the bills for reimbursement to the School are paid on a timely basis. The parent's/guardian's failure to pay such fees/costs promptly may result in dismissal of the family from the School.

FAMILY-SCHOOL PARTNERSHIPS

Classroom Participation

Volunteering for classroom activities is a way to engage in the school community through field trips and classroom projects. We invite you to let your teachers know about special interests and skills that you would like to bring to the school experience. This can be as specific as playing guitar to a desire to share a favorite picture book. All volunteers must adhere to the Volunteer Guidelines outlined in this handbook.

Family Sharing

We understand and embrace the significance of ethnic, cultural, and religious holidays, as well as the diversity of our student and family population. We welcome and encourage sharing of

traditions as it relates to the learning process. Teachers are encouraged to find ways to incorporate family sharing of their traditions.

Parent/Guardian Observations

Parents/Guardians are welcomed into the classrooms as noted above; however, due to confidentiality of our students, parent/guardian observations are not permitted.

FAMILY-SCHOOL COMMUNICATION

Home Visits in PreK

Home Visits are central to our approach to separation and the transition from summer routines to school routines in our Early Childhood program, as students enter school for the first time in PreK. The student is the focus of the home visit; it is intended for the student to meet their teachers in what we hope is the safest and most comfortable circumstance for the students. This lays the foundation for establishing the trusting relationship between teachers, families, and students that is essential to successful learning. This also establishes the triad that is central to the student's learning: parent/guardian, teacher, and community.

Curriculum Night

Curriculum Night is an evening program where the faculty at Bennett Day School will speak to grade level parents/guardians. You will hear remarks from the Principal and Directors about what to expect from the year ahead from a broad perspective.

The bulk of the evening will be spent with your child's teachers. Teaching teams will share specifics about the grade level classroom experience, including academic and social emotional development, curriculum and approach, communication, and expectations.

One parent/guardian must attend this important evening event, and when possible Bennett Day encourages all parents/guardians to attend.

Class Websites

Each class (PreK-4th) maintains its own website. The website is an avenue for communication with families; perusing the website and blogs therein will give you a glimpse into the daily occurrences and ongoing projects inside the classroom. Classroom websites bring depth and insight into the pedagogy and developmental milestones driving the classroom work. Children's names and/or personal identification will not be included on classroom websites.

Email

Faculty will use email to share logistical information, schedule changes, request for volunteers or material collection, and share timely anecdotes from the classroom. It is the School's general practice to not share personal or confidential information about students using email and ask that families observe this confidentiality standard as well. To share such information, a phone call or in-person meeting will typically be requested; we ask families to follow this same practice. Please note that during the school day, teachers are focused on their students and may only check email intermittently. Parents/Guardians can expect a response from faculty within a 24-48 hour business days.

In the event you require immediate attention, please contact the Front Office via phone call.

Bennett Bulletin

Families will receive the Bennett Bulletin via email. This bulletin includes important news and updates from school, including upcoming calendar events, Family Association updates, and general news. The Bennett Bulletin is scheduled for regular distribution.

Parent/Guardian Communications

Parents/guardians will not use Bennett Day School's name, logo trademarks, or other marks without the consent of Bennett Day School in any communications.

PARENT/GUARDIAN-TEACHER CONFERENCES

Conferences are an opportunity for dialogue and discussion between families and teachers. There are four parent-teacher conferences on the school calendar. The first conference is called the Intake Conference and will take place before the first week of school. The Intake Conference is an opportunity for you, the experts on your child, to help us learn about him/her. The ins and outs of your child, from their emotional tenor and temperament, relationships with others, learning styles and routine habits are all important building blocks of information as we get to know your child. You will also share goals you have about the upcoming school year. Your child's teachers will provide you with questions ahead of time to help guide this thoughtful discussion. This conference is for you to teach us about the person you know best.

The remaining three calendar-scheduled conferences will occur in alignment with the end of each trimester and are an opportunity for teachers to share student growth and progress in academics, gross and fine motor skills, social emotional development, and citizenship over the previous three months. Middle and Upper School conferences will be student-led with participation of an Advisor. Through anecdotal observations, documentation, and examples of student work, teachers and students will explore the child's development in the school context. Parents/guardians will have an opportunity to share observations from home as well as ask questions throughout the conference.

SCHOOL VISIT AND VOLUNTEER GUIDELINES

The following guidelines address parents/guardians specifically but apply more generally to any volunteer visiting the school, whether in person or virtually. Visits should be pre-arranged so as not to disrupt the instructional environment or classroom plan for the day. Please make any volunteers visiting the School on your child's behalf aware of our school volunteer guidelines.

Arrival at School

Whether you are entering the School for a visit, meeting, or to volunteer, you must first check in at the Front Desk. At check in, you'll be asked to show a valid ID, which will be copied and kept on file. You will be issued a Visitor's Badge that must be worn throughout your visit.

Respect for Faculty Authority

While volunteering at school functions and in classrooms, please be respectful of the authority of the faculty. When in the classroom, parents/guardians should adhere to the direction of the classroom teachers, as well as the established classroom routines and procedures. All parent/guardian visits will occur under supervised conditions only. Contradicting or challenging faculty instructions during a school function or in the classroom is disruptive and confusing to students. If you have a specific question or concern about something you observe in the classroom, please bring it to the teacher's or the Director's attention privately at an appropriate time.

Parent-teacher communication is encouraged. However, the teachers must devote class time to the children; therefore, class time cannot be used for informal parent meetings or general conversation. If you need to speak with a teacher about a situation involving your child, please contact your teacher outside of classroom time to make arrangements.

Cell Phone Etiquette and Restrictions

Please put your cell phone on vibrate mode or silent when visiting or volunteering at the school. If you must take a phone call, please step outside the classroom or building.

Confidentiality

All visitors to Bennett Day School must adhere to the Confidentiality Policy set forth in this family handbook. Please review our Confidentiality Policy prior to a school visit, volunteering in a classroom, or at a school function.

CONFIDENTIALITY POLICY

Every child brings to school his or her own specific skills and abilities and grows and learns at his or her own pace. Please do not make value judgments or label the abilities of any child. Be careful not to compare your child to another in the class as they are all unique individuals. As you work with faculty and students, remember that the abilities, relationships, challenges, and confidences of students, their parents/guardians, and faculty should never be discussed with anyone who is not entitled to such information.

To ensure that all those participating and working in the School can do so with confidence, we will respect confidentiality in the following ways:

- Faculty will not discuss individual children, other than for legitimate academic or health and safety purposes, such as, but not limited to, curriculum planning or group management, with people other than the parents/guardians of that child, except when deemed necessary by Bennett Day School in order to comply with State and local guidance, in the School's sole discretion.
- Bennett Day School does not disclose the names of children who may have been involved in a disciplinary incident to other families, such as causing injury to another child or children while attending school.
- Issues dealing with the employment of faculty, whether paid or unpaid, will remain confidential to the people directly involved with making personnel decisions.

- Adult students who are observing in the School will be advised of our confidentiality policy and will be required to respect it.
- Parents will not have access to confidential information about any child other than their own.

PARENT/GUARDIAN CONDUCT

All members of the Bennett Day School community are expected to conduct themselves in an appropriate manner that demonstrates mutual respect, civility, and orderly conduct among all people on School property or at a School event. An environment of mutual respect must be fostered for parents/guardians, School employees and administrators, and students to work together effectively. Accordingly, parents/guardians agree that they will comply with the standards for community behavior in this Handbook, including but not limited to, policies regarding bullying and sexual harassment. Failure to comply with these standards may result in restricted access to the School and School community, up to and including withdrawal or denial of re-enrollment.

PROBLEM RESOLUTION

Bennett Day School values open communication among teachers, parents/guardians, and students, as well as honoring and protecting an individual's professionalism. Consistent with these values, the School has created the following policy regarding problem resolution. These policies and procedures are intended to foster a positive and healthy school environment for all students, parents, and school employees.

Expressing a General Concern Regarding School Activities, Policies & Procedures

Complaints received, either verbally or in writing, expressing a general concern regarding school activities, policies and procedures will be directed first to the Directors. The Directors can escalate any complaints to the Principal deemed necessary. The Principal has the authority to investigate all potential concerns and take appropriate action as deemed necessary.

Expressing a Concern Involving a Teacher, Student, or Particular Classroom Experience

We encourage an open forum for parents and students to express their concerns involving a teacher, student, or particular classroom experience when presented in a manner that is appropriate and constructive. Parents are expected to refrain from approaching a teacher with a concern during the school day without a scheduled meeting, in addition to refraining from raising individual concerns in front of other students or via class email lists. The above actions deter all parties from a positive resolution.

To facilitate resolution to concerns involving a teacher, student or particular classroom experience in a manner that is fair to both teacher and student, the following procedure must be followed:

1. The concerned parent should speak directly with the teacher first and try to resolve the issue face-to-face with that teacher. This must be done at an appropriate time when there are no other students or parents present.
2. If the problem has not been resolved after speaking with the teacher, or if the circumstances are such that the parent does not feel comfortable communicating the concerns with the teacher, the next step is to involve the appropriate Director and/or Principal. In a written communication addressed to the Director and/or Principal, document the steps that you took previously with the teacher and the responses you received. A meeting time should be set to discuss possible solutions.

MEDICAL INFORMATION

PHYSICAL AND IMMUNIZATION REQUIREMENTS

Bennett Day School complies with local and State laws and implements regulations regarding physical and health examinations, immunizations, and contagious diseases of students.

Illinois State Law requires the following health documentation specific to grade entry level:

Transfer Students:

- Physical Exam
- Eye Exam
- Dental Exam
- Up-to-date immunizations

Students entering PreK and new to Bennett JK:

- Physical Exam
- Up-to-date immunizations

Students entering Senior Kindergarten:

- Physical Exam
- Up-to-date immunizations
- Dental Exam
- Eye Exam

Students entering Second grade:

- Dental Exam

Students entering Sixth grade:

- Physical Exam
- Up-to-date immunizations
- Dental Exam

Students entering Ninth Grade:

- Physical Exam
- Up-to-date immunizations
- Dental Exam

Physical Exam

Physical exams must be completed on the required Illinois "Certificate of Child Health" form. The exam must be completed within one year prior to the first day of school. (Example: for the 2024-2025 school year, the exam must be dated after August 30, 2022). ***Parent signature and completion of the "Health History" section is required on this form.***

Lead screening is required as part of the health examination for children age 6 years or below. Tuberculosis and diabetes screening for students are required as part of the health examination.

Medical Insurance

All students are required to have medical insurance in place while enrolled at Bennett Day School.

Immunizations

Immunizations must be documented on the required Illinois "Certificate of Child Health" form. The Illinois School Code requires that ALL children be immunized against poliomyelitis, measles, rubella, mumps, diphtheria, pertussis, tetanus, haemophilus influenzae B, hepatitis B, varicella (chickenpox), and meningococcal disease (grade 6 and 12 only). Minimum immunization requirements by grade are detailed on the [IDPH website](#). Students that have received the Covid-19 Vaccination are strongly encouraged to share their vaccination record with Bennett Day School.

Eye Exam

An eye exam must be documented on the required Illinois "Eye Examination Report" form. The eye exam must be completed by an optometrist or ophthalmologist. Eye exams dated within 1 year of the first day of school will be accepted. *Vision Screening is not a substitute for a complete eye exam and vision evaluation by an eye doctor.*

Dental Exam

The dental exam must be documented on the required Illinois "Proof of School Dental Examination" form. For students that require a dental exam, the exam must take place within one year prior to the first day of school. (Example: for the 2023-2024 school year, the exam must be dated after August 30, 2022).

All exams and immunizations are due on or before the first day of school. Early submissions are welcomed. If a family does not comply with the medical forms and immunization requirements, the school may exclude the child from school beginning October 15th of the school year, until proof of the exam/s and required immunizations are presented, unless otherwise permitted by law.

SICK POLICY

Bennett Day School uses the following guidelines to protect your child and others from contagious illnesses. We realize that this can sometimes be inconvenient for parents, but we trust that you understand the necessity for such a policy. If any of the following conditions occur while your child is in attendance, you will be notified and your child must be picked up from school as soon as possible: fever, vomiting, diarrhea, head lice, symptoms of an infectious disorder such as pink eye, ringworm, COVID-19, etc., and any other condition deemed necessary by the School Nurse or Administration for the wellbeing of your child and the other children enrolled. When a child exhibits these symptoms, they will be removed from the classroom and will remain under observation while awaiting a parent/guardian's arrival.

One of the best ways to prevent the spread of disease is to have strictly enforced standards regarding the exclusion of ill children. Do not bring ill children to school.

The following tips are to help you decide if your child should be kept home from school.

How does your child feel? Variations from normal behavior are the best indicators of illness. You know your child best; trust your instincts.

- **Fever.** A student must be fever-free (without medication for fever reduction) for 24 hours prior to returning to school. Please keep in mind that if your child was sent home because of illness, the child will not be admitted to school the next day because the 24-hour period will not have elapsed. Children are also to remain home for 24 hours after beginning antibiotics.
- **Upset stomach.** You are required to wait 24 hours after a child vomits before sending your child back to school. Loose and frequent stools have many causes. Do not send a child to school until bowel movements are normal.
- **Cold.** Be sure a child knows how to handle tissues for coughing, sneezing and nose blowing, and practice good hand washing techniques. Your child may go to school as long as he or she does not have a fever or discomfort. If symptoms are severe (e.g., persistent cough or severe runny nose with thick, colored light yellow/light green mucus, and/or is constant and will consistently interrupt their work or rest time), please keep your child at home so he/she may rest and recover.
- **Earache.** Never ignore an earache. Contact your physician and keep your child at home.
- **Contagious Condition.** Head lice (see below), scabies, impetigo, chicken pox, strep throat, measles, rubella, mumps, whooping cough, COVID-19, meningitis and some forms of conjunctivitis (pink eye) are contagious and must be properly treated and no longer contagious (some may require 24 hours of medication) before your child may attend school. Please contact the school nurse immediately. For confirmed or suspected cases of COVID-19, students may only return to school upon satisfaction of return criteria as outlined in this handbook.

Head lice

Due to shared spaces in a school setting, if we find signs of lice (nits/eggs), in order to contain the spread, we will ask parents to pick up their student early to begin treatment. If parents detect lice at home, please let the school know immediately. Prior to the student's return to school, the nurse will need to know the specific treatment that s/he will be undergoing and the date that the treatment began, so that there is follow up regarding the second application of the treatment (which typically needs to be applied 7-10 days after the first application). Nit removal can take several comb throughs and we ask that parents check the child each day during their treatment. Thorough combing with an egg removal comb each day during the 10-day period following the first treatment is an essential part of eliminating the lice and helping to prevent a lice recurrence.

Orthopedic Injury Accommodation Policy

If as a result of an injury your child requires an orthopedic device, such as crutches, brace, ankle wrap, etc., and the use of such device requires a school-related accommodation or modification (e.g., use of the elevator, excusal from PE or recess, etc.), requests for such modifications or accommodations must be made to the Nurse or appropriate Director for your child. A note from your child's healthcare provider explaining the injury, device, any needed modifications or accommodations and how long the requested modification(s) or accommodation(s) is needed will be required.

MEDICATION POLICY

Parents/guardians have the primary responsibility for the administration of medication to their children. Administering medication to students during school hours and during school related activities is discouraged unless necessary for the critical health and well-being of the child.

Medication Consent

To comply with Illinois State Board of Education (ISBE) regulatory guidance, all prescription and non-prescription medication requires completion of a Non-prescription (OTC) and Prescription Medication Consent Form signed by both the prescribing provider and parent/guardian. This form is available via Blackbaud if you have indicated that your child will require medications during school hours. If a child requires medication and does not have a medication consent form with the prescribing provider portion completed, the parent/guardian must make other arrangements for the administration of medication to students, such as arranging for medication to be administered before or after school or having the parent/guardian administer the medication at school. OTC medications also include, but are not limited to, topical ointments (such as sunscreen and insect repellent), dietary supplements, herbal supplements and essential oils.

Permission to administer medications is valid only for the school year in which it is granted, as determined by the date of signature documented on the Non-prescription (OTC) and Prescription Medication Consent Form. Parents/guardians must renew permission each school year and any change in permission requires a new form.

A call to the parent/guardian for permission will precede the administration of any non-prescription (OTC) medications that are not on a schedule.

Bennett Day school requires that first doses of any medication are administered at home in case of an adverse reaction. Bennett Day school will not provide first doses of any medication to a student. This prohibition does not apply to the administration of emergency rescue medication.

Following submission of a Non-prescription (OTC) and Prescription Medication Consent Form the nurse will review the prescribing providers order. If additional information or clarification is needed, the nurse has the professional responsibility to consult with the provider to clarify information in the order. The nurse and/or administration has the right and responsibility to decline to administer a medication if they feel it jeopardizes student safety. In such instances, the nurse and/or administration will notify the parent/guardian, student's provider, and administrator.

Medication Submission and Storage

Medication that will be administered during the school day must be brought into the nurse's office by a parent/guardian. Medication sent with a student or in a student's backpack will not be accepted.

Medication must be in its original container and within the use-by date. Prescription medications must have a pharmacy label affixed. Non-prescription medications must have a manufacturer label with the student's name affixed. All medication, whether refrigerated or unrefrigerated, will be kept in locked cabinets or other containers inaccessible to children and designated for this purpose only.

For students with an emergency asthma/allergy action plan that are not authorized to self-carry/self-administer, medications will be stored with classroom teachers and travel with the student if they leave campus. It is best to provide two sets of medication so that one may be kept in the classroom and the second in the nurse's office.

Stock Medication

The nurse's office will stock the following over the counter medications: Motrin, Tylenol, Benadryl and hydrocortisone cream. The nurse and/or administration will only administer these stock medications if the medication matches the current prescription on file for the student. These stock medications do not replace the need for a parent/guardian to submit the student's individual supply.

Medication Documentation

Each dose of medication will be documented in the student's individual medication record stored in Magnus. If administration will take place off campus by the nurse delegate, medication administration will be documented in print and returned to the nurse's office for entry into Magnus. In the event a dosage is not administered as ordered, the reasons will be

entered in the record. A daily count will be maintained of any controlled substance prescribed for any student.

The student has the right to refuse the administration of medication. In such instances, the nurse will explain to the student as fully and clearly as possible the importance of taking the medication. If the student continues to refuse to comply, the parent/guardian and administrator will be notified, and refusal will be documented.

Medication Retrieval

Parents will be notified of any unused or expired medication remaining at the end of the school year. All unused or expired medication must be picked up from the nurse's office by a parent/guardian before the end of the school year. Medication remaining will be properly discarded following a final notice to the parent/guardian.

Self-Carry/Self-Administration of Emergency Allergy, Asthma, or Diabetes Medication

Students are allowed to self-carry and self-administer to treat severe allergic reactions and acute asthma episodes, as well as drugs and supplies to treat diabetes. The appropriate consent form must be completed and a copy of the student's authorized prescription label and action plan must be submitted to the nurse. Consent forms are available on Magnus.

Permission to self-carry or self-administer medication is valid only for the school year in which it is granted, as determined by the date of signature documented on the corresponding consent form. Parents/guardians must renew permission each school year and any change in permission regarding self-carry or self-administration requires a new form.

TOILETING POLICY

Students attending Bennett Day must independently, consistently, and successfully use the toilet. Independent toilet skills include being able to take down and pull up their own clothing and being able to clean oneself. Please help your child choose school clothing that supports these independent self-care skills. Pull-Ups or diapers are not allowed during the school day or at Stay and Play. Occasional toileting accidents are to be expected in Early Childhood as are short periods of toileting regression. Your child's teachers will work with you during these times to provide a plan for you and your child.

ALLERGY POLICY

Bennett Day School is committed to providing a safe and nurturing environment for all students. An Allergy Action Plan should be created for students who have severe allergies that require additional supervision, accommodation, or potential medical intervention.

Parent Responsibilities

If you have a child with an allergy, please remember, you must provide the office with all necessary information prior to the first day of school. This information includes:

- Yearly Allergy Action Plan (prepared by your physician)

- Emergency medications documented in the Allergy Action Plan.
 - These must be appropriately labeled with the original pharmacy/manufacturers label affixed, student name clearly visible, and must be within the use-by date. Medications must be brought into the nurse's office by a parent/guardian to be logged in as they are similarly logged out at the end of the school year.
- Complete and sign the Consent to Self-Carry and Administer Emergency Allergy Medications Form (if applicable).*

School Responsibilities

As a school, the safety and well-being of students is our greatest priority. It is our responsibility to plan proactively and to quickly respond in all situations. In order to carry out these goals, the School will:

- Review health records submitted by parents and physicians.
- Include students with allergies in all school activities.
- Notify all teachers and support faculty with their students' Allergy Action Plans.
- Train faculty on how to recognize allergic reactions and how to act in an emergency.
- Store medication in an easily accessible location to all adults in the school building.

Student Responsibilities

Please have conversations about food allergies with your child to build an understanding of the potential dangers some students have with certain foods. Topics to discuss include the following:

- Students should not trade food with others.
- Students should not eat anything with unknown ingredients or known to contain an allergen.
- Students should be knowledgeable about the care and management of their food allergy, as age appropriate.
- Students should notify an adult immediately if they have ingested something they believe contains a known allergen or have come in contact with an allergen that is known to cause a reaction.
- Students who self-carry/self-administer emergency medication should follow the directions for use from their prescribing provider.*

Illinois law allows schools to voluntarily maintain a supply of undesignated epinephrine auto-injectors for use in an emergency. This supply of epinephrine is not intended to replace epinephrine prescribed to students with known allergies.

Food and Nut Allergies

We understand the increasing prevalence of life-threatening peanut allergies among school populations. Recognizing that the risk of accidental exposure to peanut allergens can be reduced in the school setting, Bennett Day School is committed to working with parents, students and physicians to minimize the risks of peanut allergies in the classroom. The school does not store peanut products on campus. We encourage families to put forth their best

effort to keep peanut products out of backpacks and other items that come into the school building. While our campus is nut-safe, we do not guarantee nut-free facilities. Hand washing and awareness are critical to providing a nut-safe school environment.

HANDWASHING POLICY

At Bennett Day School, faculty members and children are taught hand washing procedures which are monitored. Hands will be washed using soap and water. The School will also provide hand sanitizer in classrooms and throughout the building for use by Students and staff. Children and adults are required to wash their hands upon arrival at school. Children and adults are required to wash their hands before and after each meal and snack, after using the toilet, after wiping or blowing his/her nose, after handling items soiled with bodily wastes, after outdoor play, and before and after water play. Faculty will assist children with hand washing and sanitizing as needed to successfully complete the task.

UNIVERSAL PRECAUTIONS

Personnel are advised to observe certain precautions to prevent direct and indirect transmission of infectious diseases through blood and other body fluids such as vomit, feces, and urine. The following precautions are recommended by the Centers for Disease Control for handling blood and body fluids in schools and other settings:

- Rubber gloves should be available to and worn by personnel in cleaning up blood and bodily fluid spills, i.e. skin and mucous membrane cuts, open skin lesions, and items soiled with blood. Laceration wounds should be washed with soap and water and managed in a way that minimizes direct contact of the caretaker with blood.
- Good hand washing, using soap and running water, after exposure to body fluids (including routine use of the toilet) should be taught and observed.
- Open lesions on students and faculty should be covered if possible.
- Soiled surfaces should be promptly cleaned with disinfectants. Disposable towels should be utilized. Mop heads in contact with blood should be discarded.
- All disposable materials, including gloves, should be disposed of in a sealed plastic bag. Body fluids may be disposed of through the normal sewage system.

OUTDOOR HEALTH POLICY

Bennett Day School will take all necessary and available precautions to help protect children against cold, heat, sun injury, and insect-borne disease. The School encourages and oversees that children wear clothing that is dry and layered for warmth in cold weather. When utilizing the School's neighborhood outdoor green space, children will have limited shade opportunities. We recommend sending your child to school with sun-protective clothing and applied sunscreen.

Per public health requirements, when public health authorities recommend use of insect repellants due to a high risk of insect-borne disease, only repellents containing DEET will be

used. Insect repellent will be applied no more than once a day and only if a Non-prescription (OTC) and Prescription Medication Consent Form has been completed.

MEDICAL AND DENTAL INJURIES

If a student incurs a minor injury such as a cut or abrasion, the injury will be treated appropriately and parents will be notified via a Magnus Nurse Office Treatment Note detailing the visit. In more serious cases, the parents will be notified immediately.

Medical and Dental Emergencies

In the event of an accident or serious injury to a student during the school day and a medical emergency is determined, administration or a teacher will first call 911 for an ambulance, and then contact the parent/guardian. If the parent/guardian cannot be reached, the school will notify the person(s) whose name has been provided as an emergency contact.

If the child must be transported to a local hospital, a school administrator will accompany the student. The Magnus 911 feature will be activated and only vital portions of the student's school health record will be accessed by emergency medical personnel. This will include the Medical Treatment Consent form that is completed at enrollment. An administrator will remain with the child until the parents or other emergency contact arrives.

In the event that neither the parents nor emergency contacts can be reached, the School will contact the police department for further assistance. Documentation of major injuries and accidents are kept on file at the School. Parents must assume full financial responsibility for transportation and services rendered.

VISION AND HEARING SCREENING

The School will provide hearing and vision screening as mandated at specific age and grade levels by the Illinois Department of Public Health (IDPH). Screenings are performed by technicians/nurses trained and certified by the IDPH. Parents or legal guardians will be notified of planned screening dates. If the student has already had an eye or hearing exam performed by an ophthalmologist/optometrist or audiologist within the last 12 months of the screening date, the exam report can be submitted, and the student will not be screened.

SCHOOL SAFETY

EMERGENCY PREPAREDNESS

Posted in every room is a map detailing required evacuation protocols. Students and faculty will practice drills on a regular basis and discuss them in age appropriate ways. During drills, students and adults are required to remain calm, silent and listen for directions. All adults in the building at the time of the drill, including volunteers and visitors, are required to follow the regulations for the drill. Appropriate drills will be held according to the following schedule:

- **Fire/Evacuation Drills:** Fire/Evacuation drills will be held on a trimester basis.
- **Tornado Drills:** Tornado drills will be held once a year.
- **Lockdown Drills:** Lockdown drills will be held once a year.

Emergency/Evacuation Plan

In the event of an emergency that requires the immediate evacuation of the school building we will follow the procedures and protocols rehearsed in our fire drills. Once we are safely out of and away from the building, we will initiate family outreach to arrange safe pick up for all students.

SCHOOL CLOSINGS

In the event of a school closing due to inclement weather, or an emergency facility closure, the School will notify families via Blackbaud/SchoolPass Emergency Alert, which in your notification settings, should be set up to alert you via text and/or email.

CHILD ABUSE AND NEGLECT REPORTING

Illinois state law mandates, under the Abused and Neglected Child Reporting Act, that any school/day care personnel who suspects child abuse or neglect must make a report to the Illinois Department of Children and Family Services child abuse hotline. Bennett Day School staff receive training to recognize the signs of abuse and neglect. All School staff members are required to immediately report suspected child abuse or neglect to the proper authorities.

LIABILITY INSURANCE FOR ENROLLED CHILDREN

Bennett Day School carries comprehensive liability insurance to cover the actions of the organization and its staff. This may include coverage for an injury to a student while in our care. By signing the Handbook acknowledgement, parent(s)/guardian(s) understand that, as with any activity, there is a risk of injury or death to the student associated with School activities and the parent(s)/guardian(s) agree to assume the full risk of any injuries, including death, damages or losses which they or the student may sustain as a result of attending Bennett Day School. The parent(s)/guardian(s) agree to indemnify, protect and hold harmless the School, its Directors and its agents and employees from any claim, loss, or liability whatsoever, including, but not limited to, personal injury, property damage, attorneys' fees, court costs, and interest, arising out of the Student's enrollment and attendance. In addition, the parent(s)/guardian(s) fully release and discharge the School, its Directors, and its agents and employees from any and all claims from injuries, including death, damages, support, or losses which may arise out of the Student's enrollment or attendance at Bennett Day School.

BUILDING MAINTENANCE

CLEANING

The school will be cleaned on a daily basis, including replenishment of used materials such as soap, paper towels, toilet paper, mopping, and sanitizing bathrooms and tabletops. In the classroom, faculty will clean and prepare tables at the start of the day, before and after snack and lunch. Toys and equipment that are placed in children's mouths or are otherwise contaminated by body secretions or excretions will be set aside to be cleaned with soap and water, rinsed, sanitized and air-dried before handling by another child. Toys used in water tables will be cleaned daily with a mild germicidal solution before being air-dried.

PEST MANAGEMENT

Bennett Day School will be inspected on a monthly basis by an outside certified pest management company. While monthly inspections should keep us pest-free, if the faculty or students report any incidence of pests, the pest management company will be called immediately. If there is an instance when chemicals need to be applied to address a pest problem, parents will be notified at least two days prior to the application of any chemicals. Further, children will not be allowed back into treated areas for at least two hours after application or as specified by the pest management company, whichever time is greater.

BUILDING REPAIRS AND MAINTENANCE

The building and indoor space will be maintained in good repair and will provide a safe, comfortable environment for the children. The floors and floor coverings will be clean, free from drafts, splinters, and dampness. Peeling or damaged paint or plaster will be repaired promptly to protect children from possible hazards. Any equipment or material that is broken or otherwise damaged will be immediately removed from children's use. Equipment or material that is broken will either be repaired or replaced as necessary. Any significant maintenance or repair will be performed after school hours or during school holidays and summer when the School is closed and children are not present.

PERMISSIONS TO TAKE PART IN RESEARCH STUDIES

Through our lab school partnership with Northwestern University, and other similar research organizations, parents at our school were historically asked to sign a consent form each time a research study was being completed at our school with research partners from outside organizations. Although infrequent, we simplified this process. As with prior studies, a description of any research study outside the normal course of school day activities will go home to you with a description ahead of time. By attending Bennett Day School, your children will, by default, be 'opted in' to such studies going forward so you do not have to fill out a consent form any longer each time such a study is taking place. You will, however, *always* have the right to 'opt out' after reading a research or project description and to reply to a research team or Institutional Review Board ("IRB"), if applicable, that you do not want your child to take part, which you or your child can do at onset or at any point of any such study

outside the normal course of a school day per instructions shared at the time. There are no direct benefits to being involved in a research study, other than it should typically be a valuable and fun activity for your child to gain exposure to University-level research and design processes and faculty, and it should be inspirational and educational for students.

Researchers may audio or video record a child for use in scholarly presentations or publications. Although his or her image and voice may appear, researchers will not use a child's name or other identifying information in a publication, yet by participating and not opting out" you do acknowledge the risks associated with such identification. Researchers will maintain confidentiality and will not use and disclose personal information. They cannot promise complete secrecy, however, as organizations may inspect and copy their research information, including the IRB or other representatives of their research institution. Otherwise, the only exception to confidentiality is that researchers are legally obligated to report evidence of child (or elder) abuse or neglect. Whether or not your child opts out of a research study is completely up to you and your child. Your decision to opt out will never be held against you or your child. Your child can choose not to take part. You and your child can ask all the questions you would like at the time. You or your child can even change one's mind later. Various research studies may still require you to opt in for their records.

INTELLECTUAL PROPERTY AGREEMENT FOR FAMILIES

Bennett Labs is the research and development arm of Bennett Day School that generates resources for our community and its stakeholders in innovative ways by commercializing educational products, services, ideas, and more. Bennett Labs encourages faculty to develop intellectual property (IP), often in collaboration with students through project-based learning efforts, which furthers student learning, meets the needs of the school, and advances creativity and innovation in education. IP can include, but is not limited to, inventions, discoveries, developments, methods, processes, improvements, compositions, works, concepts, ideas, creations, writings, lectures, and illustrations, whether or not patentable or copyrightable. Such IP can, if appropriate, lead to the design of products and services and commercialization. Generating revenue in creative ways, instead of requiring fundraising or donations from our families, is an important commitment for us to uphold. The revenue generated through Bennett Labs goes back to Bennett Day School, including to our financial aid program.

IP that is either created wholly independently by students (*i.e.*, not in collaboration with or at the direction of faculty), or that is not reasonably related to the prior, current, or contemplated future operations of Bennett Day School, as determined by the School, shall be the property solely of those students and/or their families, as applicable. We want to inspire future generations of inventors and entrepreneurs to bring their ideas to life. To the extent that such IP is commercialized, licensed, or generates revenue at least in part while utilizing Bennett Day School resources (including but not limited to faculty, facilities, and technology), (i) a student is required to have a Faculty Advisor to oversee and provide permission for any such efforts, and (ii) if material commercial success is achieved, we certainly encourage, but *absolutely* do not require, the student and family to consider an *anonymous* charitable donation to the separate Friends of Bennett Day School 501(c)(3) organization to help make obtaining a Bennett Day education accessible to as many families as possible.

In return for enrollment at Bennett Day School and the benefit gained from the education offered through Bennett Labs as well, students and their parent(s) or legal guardian(s) agree that certain IP should and will belong to Bennett Day School. Specifically, IP that (i) is wholly or in any part created, designed, or developed as part of students' educational experience with Bennett Day School (including but not limited to classwork and field experiences), or that arises out of the educational experience; and (ii) is reasonably related to prior, current, or contemplated future operations of Bennett Day School, as determined by the School, shall be property of Bennett Day School. Students and their families agree to assign and hereby do assign any and all right, claim, title, or interest in any such intellectual property to Bennett Day School or to its successors-in-interest (whether in whole or in part). The students and their parent(s) or legal guardian(s) further agree to execute any additional documents or papers, and undertake any further steps, required to perfect the assignment of any such IP to Bennett Day School or its successors-in-interest (whether in whole or in part), or to formalize their lack of rights in such IP (and thereby waive any interest in it). Acknowledgment of the student and at least one parent or legal guardian, who is designated as a responsible parent or legal guardian on the enrollment contract, agreeing to this Intellectual Property Agreement must be indicated by the signature of at least one such responsible parent or legal guardian.

BENNETT DAY SCHOOL 2024-2025

HANDBOOK RECEIPT AND ACKNOWLEDGEMENT

At Bennett Day School, parents/primary guardians are expected to support the School and its mission and to acquaint themselves with and follow the School's policies and procedures. The 2024-2025 Family Handbook outlines the mission of the School and the School's policies and procedures. Such policies and procedures are subject to change without notice both prior to and during the school year as determined by Bennett Day School and you are expected to review.

By signing the enrollment agreement, I and my child acknowledge that we have received, read, and agree with the entire contents listed in the 2024-2025 Bennett Day School Family Handbook.

I, the parent of student, hereby confirm that I and my child named herein have access to, have received a copy of, and have read the 2024-2025 Bennett Day Family Handbook and fully understand the responsibilities expected of Bennett Day School parents, guardians, and students; the policies and agreements stated in the Handbook; and understand that violating any of the policies of the School, including those that may be added to the Handbook prior to or during the school year may result in action by the School, up to and including dismissal. By signing the enrollment agreement, I am indicating that my child and I agree to abide by such policies and agreements in letter and spirit.