



ROYCEMORE

STUDENT-FAMILY HANDBOOK

2025-2026

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At Roycemore School, parents are asked to support the school and its mission and to acquaint themselves with and follow the school's policies and procedures as outlined in the current student-parent handbook. Families are asked to review the handbook carefully.

MISSION, PHILOSOPHY, VALUES

MISSION

Roycemore: Our diverse and intimate community, rooted in academic excellence, inspires each student to discover their passions, think without limits, find their voice and live courageously.

VISION

Launching responsible citizens, innovative thinkers, and compassionate leaders.

CORE VALUES

Achieving Excellence at Roycemore School involves adherence to the school's core values. Roycemore School values:

Scholarship

We foster intellectual curiosity, critical thinking, open-mindedness, and perseverance in each student, as part of preparing students to succeed in college and beyond. This encompasses all learning experiences, including academic, artistic, athletic, performance, and civic.

Integrity

Our commitment to truth, personal responsibility, and fairness in our judgments provides a foundation for the sense of trust throughout our school community as we adhere to high ethical standards.

Community

We care for each other, our school, and our diverse communities. Our commitment to an inclusive culture of encouragement and mutual respect promotes individual expression, thoughtful risk-taking, active learning, and personal growth.

Respect

We recognize the inherent value in ourselves, others, and our planet. We embrace our responsibility to fairly consider points of view that differ from our own and to promote personal well-being. We honor the culture intrinsic to Roycemore School by being accepting, encouraging, considerate, attentive, and appreciative.

Compassion

We strive to be kind, forgiving, and empathetic as we work toward our collective and individual goals. Seeking understanding before making judgments is the backbone of our caring community for all members of the school and beyond.

DIVERSITY & INCLUSION STATEMENT

Roycemore School honors the diversity of our community. We are a college preparatory school that recognizes and embraces the unique talents and attributes of individual students. We believe that our differences are our strength and provide us with opportunities to appreciate multiple backgrounds and perspectives.

Through our curriculum and intentional conversations, we strive to open pathways for authentic understanding of ourselves and each other. We celebrate the rich and varied tapestry that is our community as we endeavor to create a welcoming and inclusive school. We respect, affirm, and seek to protect the dignity of all.

Approved by the Roycemore School Board of Trustees at their meeting on June 14, 2018.

ROYCEMORE'S PORTRAIT OF A GRIFFIN



Roycemore's [Portrait of a Griffin](#) identifies the skills and habits of mind that the Roycemore School Community believes are essential for young people to achieve success in a rapidly changing and complex world. Developed by a diverse cross-section of our community, including faculty, students, alumni and parents, Roycemore's Portrait of a Griffin serves as the framework for our approach to the student experience school-wide and informs our curricular and co-curricular programs. The three primary tenets of the Portrait are Scholarship, Citizenship and Emotional Intelligence (EQ). Roycemore's commitment to cultivating EQ equally with Scholarship and Citizenship in our Portrait of a Griffin sets our school apart from many other educational programs.

Scholarship

Scholarship is a key component of Roycemore's Portrait of a Griffin, as well as one of our School's core values. Scholarship encompasses intellectual curiosity, critical thinking, communication, collaboration, creativity, self-advocacy, as well as leadership and social influence. They are essential skills that young people need to possess when they leave Roycemore and advance to higher education and careers. Our goal for each Roycemore student is to demonstrate these skills across all learning experiences, including academic, artistic, athletic, performance and civic.

Citizenship

Our view of citizenship in the Portrait of a Griffin at Roycemore, embodies a holistic perspective and aligns with our core values of respect, compassion, integrity and community to embrace both our Roycemore community and the global community. Citizenship skills that are intentionally cultivated as part of the Roycemore experience include curiosity for diverse perspectives, cultural humility, respect for multiple pathways to understanding, and globally-focused problem solving.

Emotional Intelligence

Emotional Intelligence, or EQ, is part three of the trio of key tenets of Roycemore's Portrait of a Griffin. EQ involves social perceptiveness and awareness of one's own and others' reactions,

being cooperative and pleasant to work with, the ability to connect with others and be sensitive to their needs and feelings, and the ability to regulate one's own emotions.

ACADEMIC HONOR CODE

On my honor, I will not engage in academic dishonesty, whether it be plagiarizing, cheating, fabrication or falsification of materials/data and giving or receiving inappropriate assistance. I will not engage in the unethical use of technology.

See section on student behavior and expectations for [complete Honor Code](#).

STATEMENT OF NON-DISCRIMINATION

Consistent with state and federal law, Roycemore does not discriminate on the basis of color, race, nationality, religion, sex, sexual orientation, ancestry, age, physical or mental disability, gender identity, immigration status, order of protection status, actual or potential marital or parental status including pregnancy, or any other legal protected category in the administration of its admission, employment and educational policies, financial aid, and athletic or other school administered activities and procedures. The senior administrative team of the school, listed below, is responsible for ensuring the school is in compliance with this provision. Roycemore subscribes to the ISACS and NAIS principles of good practice regarding admission of students and employment of personnel.

TRANSGENDER AND NON-BINARY STUDENT PROCEDURE AND SUPPORT PLAN

In order to provide a supportive environment for students regardless of gender identity, the school has adopted a support plan for transgender and non-binary students to create a shared understanding about the ways in which the student's authentic gender will be accounted for and supported at school. School staff, caregivers, and the student should work together to complete this document then review sections and confirm shared agreements about using the plan. For more information, families may contact their student's respective Division Head.

GENERAL COMPLIANCE WITH ILLINOIS SCHOOL CODE AND RELEVANT CASE LAW

Roycemore School shall be in compliance with state and federal laws prohibiting discrimination, the applicable sections of the Illinois School Code, relevant case law (including Plyler v. Doe, 457 U.S. 202 (1982)), and Ill. Admin Code tit.23, §425 *et al.*

GENERAL SCHOOL INFORMATION

GOVERNANCE

Board of Trustees

Roycemore School is an independent school, a non-profit organization governed by a volunteer Board of Trustees. The Board hires, supports, and evaluates the Head of School, who is responsible for overseeing day-to-day affairs, hiring faculty and staff, and leading the staff in developing and running the School's programs. The Board of Trustees shall be comprised of no

more than twenty (20) but no less than fifteen (15) individuals whose focus is on the long-term, strategic development of the School and monitors the School's financial health and its programs. While the Trustees interact with others in the School community, they refer student, parent, and employee concerns to the Head of School.

ADMINISTRATIVE CONTACTS

- Darcy Aksamitowski, Early Childhood and Lower School Division Head (daksamitowski@roycemoreschool.org)
- Jay Blakely, Director of Enrollment (jblakely@roycemoreschool.org)
- Morgan Busbey, Assistant Head of School for Advancement (mbusbey@roycemoreschool.org)
- Matt Duncan, Director of Technology (mduncan@roycemoreschool.org)
- Christopher English, Head of School (cenglish@roycemoreschool.org)
- Reggie Hayes, Marketing and Communications Manager for Enrollment (rhayes@roycemoreschool.org)
- Hannah Ruane, Advancement Manager (hruane@roycemoreschool.org)
- James Torres, Dean of Student Life and Athletic Director (jtorres@roycemoreschool.org)
- Shauna Young, Accounting and Records Coordinator (syoung@roycemoreschool.org)
- Michael Youakim, Director of Finance and Operations (myouakim@roycemoreschool.org)
- Brandon Zall, Upper and Middle School Division Head (bzall@roycemoreschool.org)

CONTACT INFORMATION

Roycemore School
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Instagram: [@roycemoreschool](https://www.instagram.com/roycemoreschool)
Facebook: [Roycemore School](https://www.facebook.com/Roycemore-School)

HOURS

Building hours: Mon-Fri 7:30 a.m. - 6:00 p.m.

**Students must be picked up no later than 6:00 p.m., unless they are being directly supervised by a member of the faculty. (For further detail, refer to the "after school section" of this handbook.)*

Administrative office hours: Mon-Fri 8:00 a.m. - 4:30 p.m.

School Hours: Mon-Fri* 8:15 a.m. - 3:15 p.m. (EC)
Mon-Fri* 8:15 a.m. - 3:15 p.m. (LS)
Mon-Fri* 8:20 a.m. - 3:30 p.m. (MS)
Mon-Fri* 8:20 a.m. - 3:30 p.m. (US)

**Early Childhood and Lower School dismisses at 2:00 p.m., with Middle and Upper Schools dismissing at 2:24 p.m. on Thursday for faculty meetings and professional development.*

KEY DATES / CALENDAR

Please refer to the calendar on the Roycemore School website for the most up-to-date event information. [Subscribe to the Google calendar](#) with links provided in the weekly newsletter to keep track of any changes to the schedule.

SCHOOL CLOSINGS

On certain occasions, it may be necessary to close school, delay opening, and/or implement the remote learning plan because of inclement weather, epidemic, pandemic, or other local, state or national emergency.

It is Roycemore's intent to provide in-person learning to the greatest extent possible, while also taking prudent steps to keep our students, staff, and community safe and adhering to any applicable public health and safety orders. Should the state or local government require quarantine or "stay at home" orders due to the pandemic, all students will transition to remote learning.

Information on a school closing, late start, or transition to a fully remote learning environment can be found in the following locations:

- www.roycemoreschool.org
- Chicago radio and television stations
- emergencyclosingcenter.com

Families will also be notified by phone call or text message through our automated phone system, and by email from the school. Please ensure Roycemore has your current contact information, **including phone numbers and email addresses**, by keeping your information up-to-date on Family Portal (accessible via <https://portals.veracross.com/roycemoreschool/parent>). Keeping your information current will ensure you receive text and email alerts.

Roycemore School's commitment to hold classes, provide administrative services, and/or implement a remote learning plan is subject to force majeure events including and not limited to acts of God, fire, tornado, hurricane, other severe weather events, epidemics, pandemics, acts of terrorism, acts of war, governmental actions, and all other events that are not foreseeable or not within the School's control.

EARLY CHILDHOOD AND LOWER SCHOOL PROCEDURES

For helpful EC/LS-specific information on drop-off, pick-up, garage access, clubs and activities, and more, please visit the [2025-26 Early Childhood and Lower School Procedures Document](#). The information is also outlined in the handbook below.

ACADEMICS

GRADUATION REQUIREMENTS

Roycemore's comprehensive curriculum is designed to prepare students for admission to college. Students are expected to have the intellectual ability, motivation, and behavior necessary to successfully complete this course of study. Students are expected to enroll in the most sophisticated courses for which they are prepared. Because colleges and universities have many different requirements for admission and because students often change their minds about career intentions and college plans, students are encouraged to choose classes that will meet the standards of the most selective colleges and which will prepare them to do well once they are in college.

Therefore, students are required to meet the following minimum graduation requirements during Upper School:

- A total of 22 credits distributed as outlined below, including at least five classes in each year of Upper School. A full year course is equal to 1 credit.
- English: 4 years of English with at least 1 every year at Roycemore. All students attending Roycemore during the 9th grade year must take World Studies - English.
- World Language: 3 years of a World Language, with at least 2 in a single language. Up to 1 year of high school level World Language taken in middle school may count towards this requirement.
- Math: 3 years of Math, including the completion of Algebra II at a minimum. With a recommendation from the student's advisor and following consultation with the college counselor, students with a learning difference have the option of substituting Introduction to Algebra II for Algebra II.
- Social Studies: 3 years of Social Studies, including successful completion of World Studies for any students attending Roycemore during the 9th grade year and either United States History for all students. Students must also pass the Constitution test, which is included as part of US History and AP US History.
- Science: 3 years of Science, including 1 year of Biology.
- Fine Arts: 1 year of Fine Arts.
- Physical Education: 1 year, unless exempt for medical reasons or participation in an IHSA Sanctioned Sport representing the school. Competitive athletes competing for clubs outside of the traditional Roycemore offerings will be evaluated on a case by case basis and approved by the Upper School Division Head and the Athletic Director.
- Electives: In addition to the 18 credits outlined above, Roycemore students must earn an additional 4 credits.

Specific details on individual classes can be found in the Upper School Course Catalog. The school reserves the right to deny a diploma for cause.

CLUB AND ACTIVITY BLOCK

Upper School students are required to participate in a designated Club and Activity Block, serving as an integral part of the educational experience. These clubs and activities provide students with the opportunities to engage in meaningful co-curricular pursuits, develop leadership skills, while contributing to the school culture.

Activities are our co-curricular opportunities that typically represent Roycemore beyond the classroom. Clubs are our student-led opportunities that allow our students the freedom to express themselves in different facets within our community. Whether exploring our activities like Yearbook, or Esports, or Chess, or honing business acumen in DECA, or competing in Scholastic Bowl, or collaborating in our various Clubs, our students cultivate interests, teamwork, and responsibility. Active participation fosters the community within the community, personal growth and helps the students build a well-rounded portfolio highlighting their contributions and achievements.

GRADING AND HONOR ROLL

The official School grading scale for the Middle and Upper School is A+ (100-97); A (96-93); A- (92-90); B+ (89-87); B (86-83); B- (82-80); C+ (79-77); C (76-73); C- (72-70); D+ (69-67); D (66-63); D- (62-60); F (59 or below)

At the end of each semester in the Upper School, each student's grade point average (GPA) is calculated using the following equivalents: A+ = 4.3, A = 4.0, A- = 3.7, B+ = 3.3, B = 3.0, B- = 2.7, etc. F = 0.0. The cumulative GPA is calculated at the conclusion of every semester and is reported on the academic transcript. In the event a student has taken an Advanced Placement or Advanced Seminar course, the usual grade point equivalent for the course is multiplied by 1-1/3. Only classes taken at Roycemore, One Schoolhouse, Constellation Learning, or The Center for Talent Development are figured into the GPA reflected on a student's Roycemore transcript.

The standard for making Honor Roll in the Upper School is a 3.0 GPA average in all graded classes and no grade lower than a C-. In the Middle School, the standard is no grade lower than a B- in all graded classes. The standard for making Star Honor Roll in both divisions is to have no quarter/semester grade below an A-. Honor Roll and Star Honor Roll recognition by semester is listed on Middle and Upper School transcripts.

STUDENT INFORMATION SYSTEM

Through Roycemore's online student information system, students and parents have the ability to monitor academic performance, by viewing attendance, online grade books, lesson plans, and grade reports. This system is called Veracross, and the student/parent portal is known as Family Portal. Middle and Upper School parents and students can access Family Portal by visiting <https://portals.veracross.com/roycemoreschool/parent>. Middle and Upper School faculty have been instructed to update their grade books and lesson plans at least once a week. Please note that this does not mean that faculty will grade all assignments within a week of submission.

Of course, parents are encouraged to contact teachers directly at any point in the year with concerns about their child's academic progress, regardless of their child's level of achievement.

HOMEWORK

Homework expectations vary among grade levels and courses.

Early Childhood

Early Childhood is a time of learning through play and the environment around them. It is encouraged to read nightly with your child and invite them to be curious and ask questions. Having conversations with rich language fosters cognitive development.

Lower School

Lower School students engage in “home learning”. There are two components for home learning that make it a successful learning and growth experience.

First, home learning is a time for students to develop their own interests. Students are encouraged to research and learn about their own topics or extensions of what they are learning in the classroom then bring it to their peers to present their learning. At times, teachers may assign a long term topic as a focus, for example the “Star Reporter” in 1st grade or an extension project for an integrated unit.

Second, studies show (hnhco.com) that the daily amount a child reads independently is positively linked to higher-order literacy skills and long-term academic success. Kindergarten through fourth grade faculty ask families to adopt a standard for their children to read 15-30 minutes a night during the week. This may be taking home a suggested reading selection from class and reading it with their Kindergartener or in the older grades reading from a book at their independent reading level. At times, students may be asked to complete a book talk, reading response, or do a home learning assignment that challenges them to think creatively.

Home learning aligns with the progressive philosophy of Roycemore, where learning is enhanced through our experiences and being involved in unstructured play. A [2018 report from the American Academy of Pediatrics](#) from the American Academy of Pediatrics confirms that play enhances a multitude of brain functions (creativity, imagination, dexterity, boldness, teamwork skills, stress-management skills, confidence, conflict resolution skills, decision-making skills, problem-solving skills, and learning behavior). Play is an essential part of the human experience, and a lack of play can have troubling short and long-term ramifications for children. A healthy use of time at home is to spend it exploring and playing.

Middle School

The purpose of homework at the middle school level is to provide an opportunity for essential practice aligned to enduring, key content and skills. The value of homework is the formative information it provides to teachers the following day(s) in class. Therefore, it is essential that students complete their homework in a timely fashion. Completed and discussed homework allows teachers, and students themselves, to assess students’ understanding and provides differentiated review, reteach, or enrichment opportunities to further advance students’ knowledge of course content.

Upper School

Upper School students should plan to complete homework each day. The amount of time it takes to complete the work will vary from class to class and student to student. The length and frequency of assignments will depend upon the nature, focus, and level of each course. If a student misses class, the teacher will help the student make up the missed work. For prolonged absences, this may involve extension of deadlines and/or giving a student an incomplete grade at report time.

Faculty recognize that the time required to complete an assignment may vary considerably among individual students. If parents have concerns about homework and the amount of time it requires for their child, they are encouraged to speak with their child's teacher or advisor. Students are held accountable for the timely completion and submission of all assignments. Homework assignments are listed by teachers in Canvas, our Learning Management System (LMS), accessible by both students and parents. In the event of an absence, the student should consult Family Portal so as to be prepared for the following day (see section on absences for further detail on homework policy). Homework includes, but is not limited to:

1. Practice in operations and skills essential to the development and growth of competence in the subject
2. Preparation for topics to be covered in class
3. Development of responsibility, self-reliance, and intellectual curiosity
4. Expansion of thought, knowledge, and deeper understanding

GRADE REPORTS / PROGRESS REPORTS

All grade and progress reports are sent to parents electronically through our student information system (SIS), Veracross.

Early Childhood and Lower School

A child's progress is discussed as needed throughout the year. In early November and early March, parents receive formal progress reports with prioritized standards and narratives from their child's homeroom teacher as well as the specialists, and two days are set aside for parent-teacher conferences. In June, parents receive a final report. Although a formal grading system is not used in the Early Childhood and Lower School, classroom teachers use standards-based checklists and detailed narrative reports to describe how each child is progressing in all subjects.

Middle and Upper School

In 2025-2026, all Middle School students will receive standards-based assessment feedback in the form of rubrics and checklists aligned with grade and course level key learning targets. As a school, and a member of the Mastery Learning Consortium, Roycemore is transitioning toward standards-aligned, mastery-based learning. While Middle School academic achievement is shared in the form of standards-aligned levels: beginning, developing, and proficient. At the Upper School level, students still receive letter grades reflective of their mastery of key learning targets documenting progress for college placement. At both the MS and US levels, in addition to providing quarterly academic achievement reporting, civic competencies and executive functioning will be addressed via both academic and advisory narrative reporting.

Grades and comments are sent to parents four times a year; first quarter grades in October; second quarter and semester grades in December; third quarter grades in March/April; and fourth quarter and second semester grades in June. Mid-quarter reports will be sent home for all students receiving a "C-" or below. In addition, all fifth and ninth grade students and all students new to Roycemore will receive a mid-quarter report for their first quarter after entering Roycemore. Mid-quarter and quarter report grades are not recorded on transcripts and are not maintained in a student's permanent file. Instead, they are intended to help students improve learning during the final weeks of a marking period.

MIDDLE AND UPPER SCHOOL STUDENT-LED CONFERENCES

Upper and Middle School student-led conferences occur in early November and early March each year. At these conferences, students have an important seat at the conference table. Students share work samples from their digital portfolios and reflections on their strengths and areas for continued growth in each of their classes. In addition to these very important student-led conferences, teachers meet with parents and families on an ongoing, as-needed basis throughout the year. Depending upon the nature and purpose of those meetings, they happen with or without students present.

ADVANCED PLACEMENT CLASSES

The Advanced Placement program consists of college level courses based on course descriptions designed by the College Board for highly motivated students. The GPA for AP classes is weighted at 1 1/3 times the normal GPA. All students enrolled in an AP class are expected to take the AP exam at the end of the year. Students who wish to appeal due to extenuating circumstances must make the request in writing to the Upper School Division Head. Extended time and other accommodations for AP exams are determined by the College Board. Students enrolled in AP courses may take ½ of a Reading Day prior to their scheduled exam either the afternoon of the day before if they have a morning AP exam or the morning of the exam if they have an afternoon exam.

CONSTELLATION LEARNING

The School will cover the cost of tuition when students take a Constellation Learning course as part of an established course of study (i.e., when a student has already completed the School's most advanced course in a sequence; when a student wishes to continue language studies that are not offered at the School; or when a student joins the School mid-year and needs to complete a course not offered on campus). Approved courses will figure into the student's Roycemore GPA. Students may also seek approval to take other courses offered through our partners, but the family may incur an additional cost if the course is not part of an established course of study as listed above.

SIGNATURE EXPERIENTIAL PROGRAMS

Experiential and project-based learning opportunities are proven methodologies for long-term academic growth and success. The January Short Term (JST) in Upper School, Personal Passion Projects (P3) in the Middle School, and D.I.G. (Design, Innovate, Grow) Deep in the Early Childhood and Lower School, offer signature experiences that allow our students to immerse themselves in meaningful work. While Roycemore embraces experiential and project-based learning throughout the year, these signature experiences highlight specific milestones in student growth and development.

January Short Term (JST) in the Upper School was created to reflect the school's conviction that a student-designed program of learning is an excellent way to further help students commit to their own education and to encourage their independence. For over five decades, Roycemore Upper School students have participated in JST, a three-week period in January after the first semester is complete where regular classes are suspended and both students and faculty

participate in intensive projects designed to provide students an opportunity to delve into a subject of particular personal interest. It has been a time for exploring career interests, learning a new skill or strengthening an old one, participating in a service project, or trying out an area of interest for which there has never been time. Every year, Roycemore Alumni share how a particular JST experience led them to pursue a certain major in college that eventually led to a career! All Upper School students participate in JST each year they attend Roycemore. January Short Term takes place in the three weeks following Winter Vacation. Regular classes do not meet during this period. Students do not receive a traditional letter grade for their performance during JST. However, they are evaluated by their project director and must earn a rating of “successful participation” at the end of the project in order to receive credit. A student’s JST projects are also listed on their official transcript from the school. For more information on January Short Term, please refer to the [school website](#).

In Middle School, the **Personal Passion Project (P3)** is diverse and tailored to each student’s passion. For instance, a student might develop an invention to address a problem related to their passion or create a visual art piece reflecting an experience tied to their interest. The project is designed to encourage curiosity, experimentation, and ownership by allowing students to explore their passions in a self-directed, open-ended way. Students meet every Friday for coaching to support their project. The goal is to help students discover their “authentic passion” by exploring their values, strengths, and interests. During this time, students will also practice planning, making schedules, and writing professional communications to a project consultant who shares their passion. In Q3, students will have devoted class time to implement their projects, practice presentation skills, and to prepare for Experience Week and the P3 Expo.

The **D.I.G. Deep** signature program runs over a two week period before Spring Break for our Early Childhood and Lower School students. Students experience Design Thinking through the lens of community and past themes have included: An Accessible School, My Environmental Footprint, or Building Community. The first week of D.I.G. Deep is a *Learning Week* where students practice empathy, play games, and conduct experiments to learn about the year’s theme. Early childhood and lower school teachers, including Specials teachers, build in opportunities for D.I.G. Deep learning across subjects to create cross-curricular connections for students. The second week of D.I.G. Deep is the *Designing and Building Week* where students construct solutions to problems. Students may work independently or with their peers in small groups to foster collaboration. A D.I.G. Deep project culminates in a prototype constructed from recycled materials collected over the course of the year. Students practice building with various tools and techniques, including kid-safe cardboard construction saws, hot glue, and a dash of ingenuity. As students build, they assess and adapt their prototype.

FINAL EXAMS

Final determination of students’ mastery of their courses’ key learning targets is essential to the instructional process in the Middle and Upper Schools. They not only assess student performance, but also establish norms of performance. In Upper School, typically, most courses that are offered on the block schedule will end the semester with an exam or equivalent project/assessment as a performance of understanding that counts for roughly 20% of the grade. Eighth grade students may be given semester examinations in World Languages and Mathematics.

Second semester seniors do not need to take final assessments in the spring semester if they have an 90% (A) or higher average in any given class. However, teachers always have the right

to revoke that privilege if attendance, tardies and/or behavior are deemed to be a hindrance to the student's success.

It is the expectation of the school that parents not request an absence from school during semester examination times. However, semester exams missed due to illness or family emergencies can be made up. Parents should notify the Division Head immediately if a student is going to miss an examination due to illness or family emergency.

COURSE CHANGES

In the Upper School, if a student wants to change from one course to another, add, or drop a course, the student should first discuss the issue with the appropriate teacher(s), their advisor, and parents/guardians. Once all agree to the switch, the Division Head will make the change in our student information system. Until the change has been approved the student is responsible for the work assigned in the course.

The deadline for adding, dropping, or changing a course is the end of the third week for each semester. No transcript record of a dropped course will be made if the change occurs before that deadline. Thereafter, the student's transcript will show the course as either WP for withdrawn passing or WF for withdrawn failing, depending on the level of achievement at the time of the change. In some cases, including when a student must withdraw from a class due to a documented medical issue, the record may indicate only W for withdrawal.

SUMMER AND NON-ROYCEMORE SCHOOL WORK

For Upper School students:

- When coursework is to be attempted for academic credit at another accredited institution, either over the summer or during the school year, the student must submit the formal course description to the Division Head for credit transfer approval *before* enrolling in the course. Students and families should consult with the Division Head about possible credit to be granted and the impact of that credit on course placement at Roycemore before taking the course. Summer and other non-Roycemore course work taken while enrolled at Roycemore will be listed separately on the final transcript and may be counted for credit as outlined above, but will not be included in a student's GPA. Courses that are not transferable will be recorded on the Roycemore transcript with a grade of either P or F, and will not receive credit, nor be counted towards the GPA. We cannot give credit for classes if the previous school has not given at minimum a semester's worth of credit. Students taking PE at a previous school can have up to 1.0 credit of PE counted for credit at Roycemore, provided the school gave credit accordingly.
- Students may earn up to 1.0 credit per subject area for high school level work taken prior to entering high school. These classes are not included in the student's Roycemore GPA.
- Online Course Policy: If students are enrolled in online courses during the school year for which they seek credit to be granted at Roycemore, completion of the course is required no later than June 4th of the year for which they are seeking credit. Official transcripts from the other institution must be received by Roycemore no later than June 20. If the credit is required in order to graduate and the transcript is not received by June 20, Roycemore reserves the right to revoke the graduation diploma. Questions regarding this policy should be directed to the Upper School Head.

- We recommend that Upper School students *do not* take math courses over the summer unless there is a compelling reason to do so (i.e. the student is not able to take a particular science class unless they have completed a specific math class as a prerequisite). The reasoning behind this recommendation is: 1) It is difficult to learn and retain material that is normally covered in a 9-month course in a 6-week period of time over the summer; and 2) Roycemore cannot control the quality or rigor of a math course offered at another institution. Due to the cumulative nature of mathematics, it is difficult for a student to be successful in the next math class in the sequence without mastery of the material in the prior course. If a student does decide to take a math course over the summer, Roycemore requires the student to take a placement exam prior to the first day of school to demonstrate mastery of the content in that particular course. A score of 80% or higher is required to receive credit for the math course taken over the summer. Otherwise the student will need to take the math class at Roycemore during the upcoming school year.
- Classes through Constellation Learning, or the Center for Talent Development are considered a part of the Roycemore curriculum. They are given equivalent credits and count towards GPA calculation.
- All issues of credits and GPA are determined by the Upper School Division Head.

For Middle School Students:

- Summer learning is intended to be highly personalized and student-driven. Rather than mandating generalized topics of study, students are encouraged to document their personalized summer learning in their Summer Learning journal. For resources and suggestions on specific topics and summer learning tools, students are encouraged to access the varied resources provided on the Roycemore Middle School Summer Learning Website linked on the Roycemore School website.

For Early Childhood and Lower School Students:

- Reading is essential. All students are encouraged to join their local library summer reading programs.
- Various grade levels will offer optional Summer Choice Boards, or other learning options, to extend topics and skills learned from that year.

STANDARDIZED TESTING

Roycemore School administers the Terra Nova Next online assessment in the spring of each school year. All students in 3rd through 8th grades are required to complete the assessment as administered. Terra Nova Next scores are not a required part of the college admissions process. 8th through 11th grade students take the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) in the fall. 11th grade students can qualify for the National Merit® Scholarship Program by taking the PSAT/National Merit Scholarship Qualifying Test (psat/nmsqt®) and meeting other program entry requirements.

These tests are used as benchmarks both regionally and nationally. They are also used to help identify areas of weakness, to evaluate progress, and to aid in scholastic guidance. Parents are provided the results of the tests with a detailed review of the scoring, and are invited to meet with their respective division head to discuss.

At Roycemore, we recognize that every individual learner has strengths and perceived weaknesses that may change over time, or even from classroom to classroom. Our Model of Instruction embraces the unique nature of each learner and guides our curriculum and lesson planning to allow students to excel and strengthen their learning.

1. An exercise in empathy
2. A clear statement of learning goals
3. A prediction of the barriers between students and success
4. A selection of strategies to account for the barriers
5. A measurement of success
6. A feedback loop and repetition

Students may be granted accommodations or modifications as the need arises. This includes enrichment programming to deepen and accelerate learning, as well as learning assistance when required. These situational needs are first addressed by our classroom teachers and then supported by our learning support programs.

Students may demonstrate an on-going need for accommodations or modifications based on a diagnosed learning difference. As they grow older, those needs and may need to have those accommodations documented by for including extended time based on a documented need for these accommodations. These requests should be made through the appropriate division's Learning Support specialist, who will work closely with the family on the process. When needed, Roycemore will create a Student Success Plan to identify the accommodations a student will receive in the classroom.

LEARNING SPECIALISTS

If a student has a learning difference in a particular subject/content area, Roycemore School may make accommodations or provide opportunities for enrichment to the regular classroom curriculum. If you believe your child may be able to use the services offered by this program, please contact the Division Head. In order to be considered for Learning Assistance, a student must meet all eligibility requirements for Roycemore and be enrolled as a student in the school. Learning Assistance specialists determine if they are equipped to meet the individual needs of the students. The program is for students with primarily academic concerns; the Learning Assistance staff is not equipped to handle emotional/behavioral difficulties. Students with documented learning differences must have regular three-year re-evaluations by a certified psychologist, at the parent's expense, in order to continue receiving accommodations that are recommended by the psychologist and that Roycemore is equipped to provide.

Parents/guardians of students participating in Learning Assistance must send the school copies of their child's evaluations by physicians reporting any visual, auditory, or physical deficits, allergies, hyperactivity, etc. and provide information about the need for any medication for such conditions. Middle and Upper School Learning Assistance fees are not included in tuition. Roycemore and the student's family will need to execute an agreement with Roycemore to outline the amount of services needed and the corresponding fees.

GIFTED AND ENRICHMENT PROGRAMMING

Roycemore School has a Gifted and Enrichment Coordinator who collaborates with Faculty and Division Heads to bring differentiation into the classroom. Depending on the circumstances, this

may involve creating extension and enrichment opportunities extending the regular curriculum, or creating small push-in or pull-out groups with academic peers. We take multiple factors into account when determining whether a student should be referred for gifted support; these may include standardized test scores, observations from the Faculty, the Student Success Team, and parents and family, and the student's recent work and report cards. Flexibility runs through the heart of our gifted and enrichment programming. We continually assess students to determine how it can best serve them. This enables us to create truly individualized education programs for every age group.

OUTSIDE TESTING

If a parent arranges for outside testing or evaluation, Roycemore expects that this information will be shared with the appropriate Division Head. The more the school knows about the child, the better we can assist that child in the learning process. Any information shared from testing is used internally and is not included on final transcripts.

This testing is of particular importance in the Upper School for any family requesting accommodations for standardized tests including college entrance tests. Generally, organizations who review extended time requests, such as the College Board, will look for formal testing in order to grant extended time. In the Upper School, the Learning Support Specialist will assist with this process.

If a student has received outside testing or evaluation prior to admission, it is required that parents disclose this information during the application process. Failure to do so may result in the admissions contract being voided.

TUTORING

Roycemore believes that all students are capable of learning and success, however we understand that many require additional support in order to reinforce or remediate skills/concepts. The School does not provide tutors, nor do we endorse any particular one over another. The appropriate Division Head may wish to arrange a virtual meeting with the tutor prior to commencing tutoring services with a student on campus, or in the course of the tutoring engagement from time to time. Tutoring arrangements are made between the parent and tutor, and Roycemore is not a party to such arrangement; nor is Roycemore responsible for any fees associated with the tutoring. Such is the responsibility of the parent/guardian. Tutoring services provided by Roycemore faculty/staff must be approved by the Division Head and no faculty/staff can provide tutoring services for a fee to a student with whom the staff member is currently grading.

COLLEGE COUNSELING

As a college preparatory school, we expect all students graduating from Roycemore to apply and matriculate to an institution of higher education. Typically, 100% of the graduating class is accepted to a 4-year university or college of their choice, with the vast majority of graduates receiving merit-based scholarship offers.

We recognize that all of our students are unique individuals. Because of this, no "typical" college or university exists for Roycemore graduates. Roycemore alumni have found success at a wide variety of colleges and universities including prestigious Ivy League schools, large state schools,

and small liberal arts schools. Recognizing these differences, we offer a highly individualized college counseling program. Throughout their time in the Upper School, students and parents work with the students' advisor and college counselor to best prepare for college.

Beginning their freshman year, each student is encouraged to prepare thoughtfully for college placement. The students and family work closely with the Upper School Division Head and advisors to select courses that stimulate and challenge the student as well as meet admissions requirements for college. Colleges and universities universally consider the transcript the most important part of a student's application, encouraging the applicant to show growth by taking increasingly challenging courses while also maintaining strong--if not perfect--grades. That said, what "challenging" means varies from student to student. As such, the advisor and college counselor work closely with students to find their best academic balance. Emphasis is also placed on the importance of meaningful academic exploration. Students are encouraged to try out a variety of classes and extracurriculars their freshman year so they can begin brainstorming how intersections between their budding academic and personal interests might translate into developing a meaningful four-year narrative.

In the sophomore year, this work continues. The student and family work closely with the advisor and college counselor to maintain a balance between challenging coursework and healthy grades. Students are encouraged to actively reflect on what courses or extracurriculars brought them the most personal satisfaction throughout their freshman year. By pursuing genuine interests, students are more likely to be motivated to succeed when presented with the increased academic demands of sophomore year. Students are also encouraged to begin thinking about which subjects they might want to pursue at a college level equivalency in subsequent years or in which extracurriculars they could start to develop leadership roles.

The formal process of preparing to apply to college begins junior year, when the college counselor assumes the major responsibility for counseling with the student and parents. In the fall, the student and family members attend College Night, which provides a general overview of the college admission process and calendar. The college counselor works closely with students on an individual basis during their junior year to learn how to research their best fit colleges, assemble application material, navigate financial aid and scholarship processes, and more. Mock admissions and essay writing workshops are periodically organized by the school in collaboration with college admissions officers. Students are also encouraged to visit area schools to get a sense of the differences between liberal arts colleges and research universities.

At the beginning of the second semester, honing in on "best fit" colleges with standards and programs complementing the student's needs and interests. Each student is then provided an individualized report detailing the content of the meeting, recommendations for building a strong application, and a list of prospective schools. Working one on one with students this way also helps the college counselor to tailor the letters of recommendation written in support of each student's application. These letters, often a pivotal part of students' portfolios, paint a full portrait of each student, not only highlighting academic accomplishments but also the intangible talents or intelligences a transcript simply cannot illuminate.

Senior year begins with each student meeting again with the college counselor to discuss the student's college list, timeline for college admissions and financial applications, and any questions or concerns the student has about what happens next. The college counselor not only provides all transcripts and school reports required by colleges, but is also available to review essays, lists of activities, or other parts of the student's application. Each May, seniors, alumni,

and an academic advisor from Northwestern University gather for “What to Know Before You Go,” a conversation about the academic, social, and emotional challenges of the crucial first year of college.

FIELD EXPERIENCES

Field Experiences add a valuable dimension to a student's educational program at all levels. Our trips are required of students unless there are special circumstances that would prohibit attendance. Please sign the Field Experience Permission Form when sent home.

Field Experiences are organized by the teachers, with the safety of the students in mind. The need for parent assistance on these trips depends on the age of the group and the nature of the location. Typically, parent chaperones are coordinated by the teachers and/or class parents, and the number of parents going is limited. However we encourage you to help with a trip when asked as it provides a way for you to volunteer and a positive experience for your child.

All students should remember that their behavior on such trips reflects on both themselves and the school, and that they are expected to behave in a mature and responsible manner. Students who do not follow the rules established for their safety and behavior may not be allowed to take part in the next trip planned for their group, or may need to be picked up by a parent in the midst of the trip. School rules and policies will be observed at all times during a school-sponsored trip.

ACADEMIC PROBATION

Students must maintain a C average in all academic courses and be making adequate progress toward meeting academic graduation requirements at the end of each quarter. Any student not meeting these standards will be placed on academic probation. Students will remain on academic probation until the end of the next academic quarter when their performance will be evaluated, and the administration will determine further actions, including removal from probation, further sanctions, and possible non-renewal of the student's enrollment contract. While on academic probation, a student may be unable to participate in sports and/or extracurricular activities at school and may be required to attend a mandatory study hall and/or homework club to support academic achievement.

PROMOTION AND RETENTION

Student retention is an individually reviewed matter. There may be times that a student is not promoted to the next grade based on the recommendation of the teachers, Learning Support Specialist, Division Head, and/or other educational experts. In the Upper School, a currently enrolled student who needs to repeat a grade will not be able to do so at Roycemore.

Considering and recommending a student for possible retention in a grade is always a very serious matter, and every step of the process should be well documented and discussed with administrators and parents.

In the Middle and Upper Schools, current students must meet the following criteria to be promoted to the next successive grade:

- Attend school for 90% of school days minimum.

- Pass language arts and math with a minimum of 60% average for the year in Middle School, and for each semester in Upper School.
- Receive no more than one failing grade (F) as a yearly average in any of the courses taken in Middle School; receive no more than one semester grade of F in a school year in Upper School.
- Maintain a GPA of 1.7 every semester in the Upper School.

In rare instances, students may be considered for double promotion. Double promotion will be considered only in instances where the student will benefit academically, socially, and emotionally. In most circumstances emphasis will be placed on enriching the student's educational experience at grade level. Specific policies regarding double promotion can be found in the division guides.

LATE GRADUATION

If a senior is in danger of not meeting the graduation requirements by the end of the second semester, the faculty can be petitioned by the student for permission to graduate in August, following the successful completion of a summer school program which removes all deficiencies. The student's petition must explain both the problem and the solution in detail, and must be presented to the Upper School Division Head no later than two weeks following the last mid-quarter of the year. Those seniors whose petitions have been accepted and who need one or less summer school credits to meet the graduation requirements may participate in the commencement ceremony. A senior needing more than one credit will not be permitted to participate in the commencement ceremonies, and that student's name will not be included in the commencement program. Students whose petitions have been accepted will earn their diplomas upon satisfactory completion of the approved summer work.

ATTENDANCE

Students are required to attend school for 90% of scheduled school days.

The actual number of days school is in session will be determined by the yearly school calendar. Attendance records are reported on student grade reports and are recorded on cumulative record summaries included in a student's transcripts. A student is required to be in attendance for a minimum of 90% of the scheduled school days within an academic year.

In the event that the school implements a remote learning plan due to necessary school closures or the need to quarantine a cohort of students/staff, students will be expected to fully participate in the required remote learning activities in lieu of attending school. Participation in remote learning activities will replace days of regular student attendance, during the period of remote learning. Students will still be required to "attend" class and indicate their attendance electronically.

Early Childhood

In Early Childhood, attendance and timeliness is important to your child's academic success. If your child is habitually late or absent, you will be contacted by the Early Childhood & Lower School Division Head to help create a plan for success for your child. Grades PK-K: Attendance will be taken daily. If a student is to be counted present, he or she must be present for at least

half of a school day. Doctor's excuses will be required for any student with absences in excess of ten days over the course of an academic year. Students who fail to provide a doctor's excuse for absences in excess of ten days may be asked to withdraw from the school. Additionally, retention may be required of any student who fails to make academic progress due to absenteeism.

Lower School

In Lower School, attendance and timeliness is important to your child's academic success. If your child is habitually late or absent, you will be contacted by the Early Childhood & Lower School Division Head. Grades 1st-4th: Attendance will be taken daily. If a student is to be counted present, he or she must be present for at least half of a school day. Doctor's excuses will be required for any student with absences in excess of ten days over the course of an academic year. Students who fail to provide a doctor's excuse for absences in excess of ten may be asked to withdraw from the school. Any elementary school student who is absent for more than 20 days per school year may lose credit for the year and be required to repeat the grade. Additionally, retention may be required of any student who fails to make academic progress due to absenteeism.

Middle School

In Middle School (Grades 5-8), we recognize the critical life skill of showing up on time. It is a value that we model and celebrate with our students routinely. For those students experiencing difficulty with attendance and timeliness, the Middle School Division Head will set up a team meeting with the student and family to productively understand and address the concern proactively. Attendance will be taken in each class period. If a student is to be counted present for the full day, he or she must be present for at least half of a school day. Doctor's excuses will be required for any student with absences in excess of ten days over the course of an academic year. Students who fail to provide a doctor's excuse for absences in excess of ten may be asked to withdraw from the school. Any middle school student who is absent for more than 20 days per school year may lose credit for the year and be required to repeat the grade. Additionally, retention may be required of any student who fails to make academic progress due to absenteeism.

Upper School

In Upper School (Grades 9-12): Attendance will be calculated on a period-by-period basis as well as a daily basis. Students in these grades will be governed by the makeup work policy detailed below. Absence from a course (excused or unexcused) for more than 10 days per semester may result in failure to receive credit for the course. Additionally, any student who fails to make academic progress due to absenteeism will be in jeopardy of not . Doctor's notes are required for any student with absences in excess of three class periods per subject per quarter. Students who fail to provide a doctor's excuse for absences in excess of three per class per semester may be asked to withdraw from the class or school's enrollment. Appeals (complete with medical/legal documentation) may be directed to the Division Head. Period attendance will be recorded daily. Students must be present for at least 90% of a class to be counted present. Students who attend school for a portion of the day but miss three or more classes in a day will be marked as absent ½ day.

ABSENCES

Students are expected to attend school daily; however there are times that students will miss class for legitimate reasons. When a student is ill and will be absent from school, the school must be notified between 7:30 and 8:30 am by a parent. Students who are 18 years old are still

required to have a parent report the absence. The absence can be reported in one of these two ways:

1. By emailing attendance@roycemoreschool.org with the student's name, date, and reason for the absence **or**
2. By calling the school at **847-866-6055**.

Each morning, calls will be made home for any student not in attendance who has not been reported as absent. Parents are encouraged to make medical or other appointments after school hours, if at all possible. Roycemore encourages parents to take their children on trips only during regularly scheduled vacation periods.

Absences will be excused for the following reasons: 1. Illness or injury; 2. Death in immediate family; 3. Medical or dental appointments (when permission is gained prior to absence, except in case of emergency); 4. Court or administrative proceedings; 5. Religious observation; 6. Educational opportunities (when permission is granted prior to the absence). Other absences may be excused by the Division Head on a case-by-case basis.

Short-Term Absences

If a student needs to be absent from school for one or two days, for any reason, the parents should contact the school office by email or phone as soon as possible. After an absence due to illness, a doctor's note may be required.

Long-Term Absences

If a student needs to be absent for three or more consecutive days, the parents should notify the school in writing (e-mail or written letter/note) explaining the circumstances. This will allow the Division Head to inform the appropriate teacher(s) and to compile the necessary schoolwork that the student would otherwise miss. Student illness or family emergencies should be the only reasons for a long-term absence.

Advance Absences

Advance absences must be discussed with the Division Head at least one week in advance of the absence. In the Upper School, students must check in with each teacher before the absence, ensuring they collect any work they will miss.

When an extended absence is "voluntary" (versus illness or emergency), it will be considered unexcused unless cleared in advance through the Division Head.

Policies Specific to Upper School

In the case of any advance absences, all assigned work must be completed upon return.

Homework due on days missed for an unexcused absence may be turned in for credit with a late penalty when appropriate. This late penalty is typically 10% per day, but may be adjusted by class. Students missing a test or quiz due to unexcused absence will be handled on a case by case basis. Homework due the day after an unexcused absence must be turned in on time, or will be counted late.

MAKE UP WORK

It is the responsibility of the students, not the teachers, to arrange to make up the class work missed due to an absence. Students must make up any missed class work and homework in accordance with the teacher's classroom policies and the procedures detailed below. Make-up work assigned and not completed within a reasonable time shall be recorded as a failing grade.

Lower School

The policy in the Lower School when students are absent from school, is that they will make up work when they return from their leave. Learning in the Lower School is very hands-on and tailored to student needs and interests. This means that on a daily basis assignments may be changed or modified to differentiate and meet the needs of the class and individual students. Teachers are unable to provide work ahead of time, but will work with students and families to catch them up when they return. Depending on the grade and age of the students, teachers may have students continue to work on on-going assignments from class, read and respond to literature, or engage in supplemental activities through our digital platforms. The goal when a student is absent is to make sure they progress and not fall behind, not necessarily to do the same work as their peers. Please read below for specific protocol depending on the type of absence.

- Sick Day: If a student is absent from school due to an illness, that student should rest so they can return to school. All work will be made up upon the return to school with the support of the teachers. Engaging in reading is always a great activity during sick days.
- Leave for a Personal Reason: If a student leaves for an extended period of time for a personal reason, that student will make up any classwork when they return to school. Reach out to the classroom teacher to see if they would like your child to participate in nightly reading with a response, journal writing about their trip, or another open ended review activity. All content material will be completed upon their return to class.
- Absence Due to Quarantine: If a student needs to quarantine for an extended period of time, (separate from a whole cohort closure) that student will make up some classwork when they return to school. Teachers will provide asynchronous work to complete while they are home, so that their learning continues. Families will work with the homeroom teacher to discuss a specific plan. This will vary by grade and class, but could include the continuation of work from the classroom, morning work assignments, reading and responding to text, extension of learning from the integrated unit in the classroom, completing a selection of choice board activities, and/or completing activities through our digital platforms.

Middle School

For three or less absences from a given class, students will be permitted two days to make up work for every day missed (i.e. a student who misses two days of a class will have four days to make up the missed material upon return). For students who are absent for four or more days of a class, the teacher and the student may collaborate to determine an appropriate length of time. In cases when a teacher announces a test prior to a student's absence, the returning student is expected to take the test upon return to school, either during class time, activity block, or after school hours. Work missed that cannot be made up at home (e.g. laboratory experiments, direct teaching, etc.) shall be made up at the discretion of the teacher through alternative assessment or during time provided before and after school, during lunch, or activity block. In some cases, it

may be necessary to allow the work to remain ungraded and to average the student's grade based on the work submitted. In such cases, the student's grade shall reflect the degree to which the student met the aims and objectives of the course.

Upper School

For three or less absences from a given class, students will be permitted two days to make up work for every day missed (i.e. a student who misses two days of a class will have four days to make up the missed material upon return). For students who are absent for four or more days of a class, the teacher and the student may collaborate to determine an appropriate length of time. In cases when a teacher announces a test prior to a student's absence, the returning student is expected to take the test upon return to school, either during class time, study hall, or after school hours. Work missed that cannot be made up at home (e.g. laboratory experiments, direct teaching, etc.) shall be made up at the discretion of the teacher through alternative assessment or during time provided before and after school or during lunch. In some cases, it may be necessary to allow the work to remain ungraded and to average the student's grade based on the work submitted. In such cases, the student's grade shall reflect the degree to which the student met the aims and objectives of the course.

EARLY DISMISSAL

Early Childhood, Lower School, and Middle School

If a student must leave school during the school day (such as for a medical or dental appointment), a parent/guardian must contact the school to provide permission. Please reach out to the Division Head and your child's classroom teacher prior to the dismissal, so they can plan accordingly and have the child ready. No student will ever be allowed to leave school with someone who is not on the Emergency Contact List. For the child's protection, anyone who picks up a student may be asked to show identification.

Upper School

If a student must leave school during the school day (such as for a medical or dental appointment), a parent/guardian must contact the school to provide permission. No student will ever be allowed to leave school with someone who is not on the Emergency Contact List. For the child's protection, anyone who picks up a student may be asked to show identification. Upper School students may sign out for early dismissal only with permission from a school administrator. When the dismissal is for a scheduled appointment, parents must submit a request describing the exact reason, time and date. Students who drive themselves to school must also have parental permission to leave campus early.

TARDINESS

Early Childhood and Lower School

All students are expected to attend school regularly and punctually. The school day begins promptly at 8:15 a.m. Students may arrive at the Morning Room any time between 7:30 a.m. - 8:15 a.m. A student is tardy after the 8:15 a.m. start time. In order to prepare their minds for a fun day of learning, students should arrive on time and well rested having had a healthy breakfast.

Middle School

At the Middle School, homeroom begins promptly at 8:20 a.m. each day. Students may arrive at the Zone entry any time between 7:30 a.m. - 8:15 a.m. At 8:15 a.m., the Zone door is locked and all Middle School students are released from the Zone to their lockers and homeroom. To set our students up for a positive and productive day, and in order to prepare their minds for a hard day's work, students should arrive on time and prepare to begin class promptly at the allotted time. Oversleeping, traffic, etc. are not acceptable excuses for tardiness. Illness, doctor's appointment, and court appearance are considered excusable. For those students demonstrating difficulty arriving at school on time, the Middle School Division Head will set a meeting with the student and family to collaboratively discuss and resolve the associated issues causing habitual tardiness. Parents will be notified of the date/time of the detention. A doctor's note will always be accepted as a legitimate excuse for tardiness and the tardiness will be considered "excused."

Upper School

All students are expected to attend school regularly and punctually. The Upper School day begins at 8:20 a.m. and ends at 3:30 p.m. Mondays, Tuesdays, Wednesdays, and Fridays. Thursdays begin at 8:20 a.m. and end at 2:24 p.m. If a student does not have a class assigned at 8:20am, they should arrive in time for homeroom-advisory. In order to prepare their minds for a hard day's work, students should arrive on time and prepare to begin class promptly at the allotted time.

Oversleeping, traffic, etc. are not acceptable excuses for tardiness. Illness, doctor's appointment, and court appearance are considered excusable. Tardiness will be treated as any other disruption to the educational process. Parents will be notified in the event of excessive tardiness.

- Detentions may be assigned for habitual tardiness at the discretion of the division head.
- A note from a doctor's office will always be accepted as a legitimate excuse for tardiness and the tardiness will be considered "excused."

TECHNOLOGY

ACCEPTABLE USE POLICY

Technology, internet access, and email accounts are provided for students to complete school-related tasks. All use of technology at school, and of school devices and accounts outside of school, is to be guided by the school's stated mission, philosophy, and values. School policies and expectations for behavior and communication apply to the use of the school's technology, network (including wifi), internet services, and user accounts (including email). We expect parents to monitor student usage of electronics, including social media, and to inform the school of any issues that may negatively impact Roycemore students.

Specifically:

- Students will use technology in ways that are respectful to peers, teachers, and others.
- Students will use good judgment when communicating with others and using social media.
- Students will not access or modify other user's files.
- Students will not give out personal information about themselves or others.
- Students will not waste resources (paper, ink).

- Lower and Middle School students will not use personal or school devices for game-playing, social networking, or entertainment while at school unless explicitly authorized by faculty.
- Upper School students will only access social networks, games, and entertainment during free periods unless otherwise authorized by faculty.
- Tampering with technology tools or the school's networks or data systems is unacceptable.
- Roycemore School makes no guarantee that the services provided will be error-free or without defect. The Technology Department will not be responsible for any damage suffered including, but not limited to, loss of data or disruption of service.

Any individual using Roycemore School's internet, including parents and students, agrees to follow these guidelines:

- Individuals will not deliberately access, send or create any obscene or objectionable information, language, or images.
- Individuals will not deliberately use technology to harass others with language, images, innuendoes, or threats.
- Individuals will not use technology for unlawful purposes, such as illegal copying or downloading, or installation of illegal software.

Improper use of technology is a violation of this handbook, and may result in loss of privileges or other disciplinary action as determined by the Division Head.

SCHOOL DEVICES

The Lower (1st-4th grades) and Middle Schools (5th - 8th grades) have implemented a 1:1 technology program and students are assigned an iPad (1st grade) or Chromebook (2nd-8th). Parents and students will be asked to sign a separate agreement regarding the iPad/Chromebook program before taking any device home. Middle School students may request permission to bring their own device, but are encouraged to use the school Chromebook. If Middle School families do choose the bring your own device (BYOD) option, upon approval by the Division Head, they are required to sign the appropriate BYOD form.

Upper School students are required to use a computer in most classes, and are required to bring their own devices from home. Parents and students will be asked to sign a separate agreement regarding this bring-your-own-device (BYOD) policy.

STUDENT OWNED DEVICES

For the safety and security of the Roycemore network, the Technology Department reserves the right to install monitoring software and to obtain system information from student-owned devices.

To protect the safety of all students, any device (including, but not limited to smartphones, tablets, and laptops) being brought into the school is subject to search and seizure upon request of administration. Similarly, students must allow teachers, at any time, to view screens, files, or other information located on their devices while at school. Support on student-owned devices brought to school may not be available from school staff.

E-MAIL AND STUDENT ACCOUNTS

Under the *Children's Online Privacy Protection Act (COPPA)*, websites must provide parental notification and obtain parental consent before collecting personal information from children under the age of 13. This personal information usually includes the student's name and email address. For more information on COPPA, [please visit this website](#). The law permits schools such as ours to consent to the collection of personal information on behalf of all of its students, thereby eliminating the need for individual parental consent given directly to the web site operator.

Students in grades PK-12 are provided with a Roycemore School email address, though only those in grades 1-12 are expected to use them (usually for login ID to 1-to-1 devices). Important school communications are sent to these addresses for students in Middle School and Upper School, and occasionally grades 3 and 4. In general, this is a student's first name, followed by their last initial, followed by @roycemoreschool.org. Lower School student accounts may only send and receive email from other @roycemoreschool.org addresses. Appropriate language is to be used in all email messages. School email communications are not guaranteed to be private. Student email addresses are not to be used to create social networking accounts, including (but not limited to) Facebook, X/Twitter, Instagram, and Snapchat.

At Roycemore School, we use Google Workspace for Education, and we provide and manage a Google Workspace for Education account for each student in grades PreK through 12. Google Workspace for Education is a set of education productivity tools from Google including Gmail, Calendar, Docs, and Classroom, and is used by tens of millions of students and teachers around

the world. At Roycemore School, students will use their Google Accounts to complete assignments, communicate with their teachers, sign into their Chromebooks, and learn modern and forward-thinking digital citizenship and literacy skills.

Using their Google Workspace for Education accounts, students may access and use the following “Core Services” offered by Google (described at https://gsuite.google.com/terms/user_features.html): Gmail, Calendar, Classroom, Contacts, Drive, Docs, Forms, Groups, Keep, Sheets, Sites, and Slides.

In addition, we also allow students to access certain other Google services with their Google for Education accounts. Specifically, your child may have access to the following “**Additional Services**”: YouTube, Meet, Chat, Google Maps, Chrome, and Google Play.

Per the Google Website, the “[Google Workspace for Education Terms of Service](#)” require your organization to obtain parental consent before turning on additional Google services for users under 18 years of age.

“Starting September 2024, educational institutions must annually review and reconfirm access to additional Google services, including reconfirmation that your organization has obtained the required parental consent.” During online enrollment and re-enrollment, parents are asked to acknowledge Roycemore’s use of Google Workspace and agree to grant these permissions each year.

Google provides information about the information it collects, as well as how it uses and discloses the information it collects from Google Workspace for Education accounts in its Google Workspace for Education Privacy Notice, found [here](#). You should review this information in its entirety.

Students at Roycemore may also use Adobe products which require an account generated by Roycemore School and connected to Google Single Sign-On (SSO). Student Adobe accounts are owned and controlled by the school, not the student. You can read more about Adobe’s privacy policies in their [Privacy Center](#).

CELL PHONES AND OTHER ELECTRONICS

Early Childhood

Early Childhood students may not wear smart watches, use cell phones, or have other electronic devices at school to use during the day, unless discussed with the Division Head. If parents need to reach their child during the day, they should contact the school directly.

Lower School

Lower School students may not wear smartwatches, use cell phones, or have other electronic devices at school to use during the day, unless discussed with the Division Head. If parents need to reach their child during the day, they should contact the school directly using the main number (847) 866-6055 and we will get a message to your child’s teacher and, if necessary, return your call.

Middle School

Middle School students may not use cell phones or smartwatches during the school day. Phones must be “**Away for the Day**” from 8:20 a.m. - 3:30 p.m. and turned off. Teachers may grant

permission for cell phone usage for school-related purposes (including as a planning/calendar tool). Middle School students may use their phones in the Zone before school and at dismissal.

If parents need to reach their child during the day, they should contact the school's main number (847) 866-6055 and, if necessary, the school will have the child return your call. If a student's phone is seen out during the day, a warning will be issued. If seen again, the phone will be taken by the teacher and delivered to the Head of Middle School for the duration of the day. If additional incidents occur, the parent will be required to retrieve the phone at the end of the day. If the *Away for the Day* policy continues to be disregarded, the student and family will be given the choice to either have the student leave their phone at home, or the student will be required to place the phone in safe keeping in the office of the Division Head from 8:20 a.m. - 3:30 p.m. daily.

Upper School

Upper School students have fewer restrictions on cell phone use. Phones may not be used or heard during class or meeting time. Students will place their phones in airplane mode in provided storage organizers upon entering class. Upper School students may not make calls/text on their phones during class time, unless (1) in the case of an emergency with teacher approval or (2) specific permission by a teacher for class activity. Upper School students may use phones before school, during break, and during lunch but calls should be limited to those that cannot wait until the end of the school day.

If cell phones are used outside of approved times, a faculty or staff member will confiscate the phone and turn it into the Division Head. The student may collect the phone at the end of the day only once. Should it be necessary to collect a confiscated phone a second time, a parent/guardian must retrieve it. Any student who repeatedly violates this policy faces disciplinary consequences. Any student who uses a cell phone for an inappropriate purpose - including but not limited to using a cell phone during a quiz, test, or exam - will face more serious disciplinary measures.

Should parents need to reach their child during the school day, we ask that you **please call the school, do not call or text your child's cell phone**. Urgent messages will be passed on to the child immediately; messages of lesser importance will be passed on as soon as practical. All students have access to telephones at the office should they need to reach parents during the school day.

Students should not bring electronic devices such as iPads, other personal listening devices, cameras, or portable game systems to school unless specifically invited to do so by a member of the faculty for a specific time and purpose.

ARTIFICIAL INTELLIGENCE AND LARGE LANGUAGE MODEL STUDENT RESPONSIBLE USE POLICY

I. PURPOSE

Introduction and Terminology

In the past 30 years, the World Wide Web has revolutionized our relationship with information, possibly the most significant and fastest-moving change in technology in human history. Over that same timeframe, computing research has been honing and refining the use of Large Language Models (LLM) and deploying them in online translators, digital assistants, and

recommendation services for shopping, music, and video selection. The launch of several software products branding that their LLM was, in fact, “artificial intelligence,” introduced a new application of LLM technology to the public, “generative AI.” Generative AI leverages algorithmic LLM technology to remix, restructure, and replicate language, art, and other production, leading to the creation of end products that resemble human output.

Guidance and Goals

This Responsible Use Policy serves to address the appropriate use of Generative AI and other LLM tools by the staff, faculty, and students of Roycemore School, as well as to document the processes for consequences of repeated inappropriate use of the technology. In an effort to reflect the Mission and Vision of Roycemore School, as well as support the Model of Instruction, this document outlines the parameters of what constitutes appropriate and inappropriate use of the technology in various contexts. The policy affirms the duties of our faculty and curriculum in preparing students for future endeavors in college, university, and business, outlining expectations that should underlie the delivery of innovative academic content at Roycemore School. The policy is an evolving document that must be revisited regularly to keep pace with developments in technology, law, and use cases.

Sustainability

We acknowledge that generative AI technologies have already and will continue to impact global power consumption, water use, and carbon emissions. Training AI models, generating output via user prompts, and cooling the servers that run these technologies is already having an environmental impact. That impact will only grow if not addressed by increases in energy efficiency and renewability. [According to The Washington Post](#), for instance, Google’s carbon emissions have increased 48% as they have grown their AI technology. The same report reminds us that a single GPT-4 prompt for a 100 word email uses more than 500ml of water. A study from the [AI startup Hugging Face and Carnegie Mellon University](#) found that image generation uses 60 times as much power as text generation. As global CO2 emissions continue to increase every decade, and as [projections forecast over half of the world’s population will face clean water scarcity by 2050](#) (*npj Clean Water*), we must remain mindful of resource sustainability as we engage with these technologies.

II. STUDENT USE

Appropriate Use

AI and LLMs can be used appropriately by students in a variety of ways. In principle, AI and LLMs can help students explore topics or refine ideas in ways that do not substitute for activities that promote learning and academic growth. In general, students shall consult with teachers and seek guidance about what appropriate uses of AI and LLMs look like for a particular course or assignment.

The following uses are examples of appropriate student use:

- brainstorming paper topic ideas,
- generating interview questions,
- generating data tables from student-created data,
- helping with self-assessment and feedback,
- creating formative assessments to check understanding or knowledge.

Citation and Acknowledgement

Although the precise method of citation is still evolving, students shall acknowledge the use of AI or LLMs on assignments where they have been used. Students shall discuss with teachers the form that citation and acknowledgment should take, following resources and style books such as:

- [MLA](#)
- [APA](#)
- [Chicago](#)
- IEEE (currently suggests that users consult Chicago)

Academic honesty requires students to cite outside sources used in assignments, but the citation of use does not inherently make all use appropriate.

Inappropriate Use

Student end products shall reflect the student's work and mind, or original creation, citing external sources as best fits the achievement and grade level of the student, based on course standards and teacher expectations. Generative AI used for creation must differ from the end product based on the explicit direction set forth by the faculty member. Unless directed by the explicit instruction of the teacher, a student shall never submit the output of a generative AI tool as their own work. Use of generative AI tools must always be cited and acknowledged per the expectations set forth by the teacher, and aligned with the citation formats as discussed above.

Various methods may be used in the assessment of materials to determine if they are the product of generative AI software. Analysis based on the following shall be the first step in determining any inappropriate use of these technologies:

- achievement of the goals of the assignment, as written,
- prior student work in comparison,
- appropriate and consistent tone, register, and vocabulary,
- overabundance of generative AI “tells” as understood according to state-of-the-art software performance,
- student ability to verbally or in writing summarize or repeat the information included in the work submitted.

Teachers shall always discuss their concerns with students based on this type of analysis.

If suspicion remains as to the potential uncited use of generative AI in the production of school work, teachers may supplement their analysis by referring to online services specializing in the detection of generative AI content. This shall be only after the above analysis and discussion reaches a point of contention, with the student maintaining appropriate or non-use of the technology. It should be noted that many of these platforms perpetuate and reinscribe bias; for example, [Educause](#) quotes a [Patterns article](#) asserting that TOEFL essays have a greater than 50% rate of being flagged inaccurately as generated by AI tools. Care will be taken to avoid this bias in all investigations.

III. PROCESS REGARDING INAPPROPRIATE USE

Students

Intervention Opportunity

Following an initial infraction, the student will meet with their teacher and/or advisor to review the policy, clarify expectations and how the infraction did not align with expectations, and identify strategies to ensure responsible and appropriate use of generative AI tools. Depending on the nature of the infraction, the student's parents or guardians may be notified.

Repeated Infractions

In the event of repeated infractions, the student will meet with their teacher and advisor and the relevant administrator (i.e., division head, Dean of Students) to identify potential underlying causes, such as academic pressure, avoidance, or other barriers to appropriate use. The teacher, advisor, division head, and student will create a collaborative work plan to address the underlying causes, such as course load adjustments, time management or executive function coaching, and/or other supports. For any cases of repeated infractions, the student's parents or guardians will be notified.

Honor Council

Repeated infractions demonstrating a disregard for the policy and/or the collaborative work plan will result in referral to Roycemore's Honor Council. The Council will review the infractions and recommend appropriate action. Disciplinary action will reflect the current school year's Roycemore Student Handbook. For any cases of referral to the Honor Council, the student's parents or guardians will be notified.

Resources and Examples

Appropriate use could include the following:

- a student inputting original work into ChatGPT in order to output a formatted table based on student-gathered data;
- a student looking up isolated words and phrases in Google Translate, similar to using a dictionary, while writing an essay in French;
- a student generating a spot illustration for a slideshow, with appropriate documentation of the source and methods using the required citation format.

Inappropriate use could include the following:

- a student sourcing all data via ChatGPT and using ChatGPT to then output a formatted table of that data;
- a student using Google Translate to translate an entire essay from English into Spanish for Spanish Class;
- a student submitting a Generative AI piece of visual art as the student's project for a painting or drawing Art course.

HONOR CODE

In order to maintain Roycemore's mission and tradition of academic excellence, the students, faculty, administration and parents must work together to demonstrate the high regard for learning and personal academic integrity required for intellectual growth. This culture of learning can only flourish supported by a solid foundation built upon trust, fairness, respect, and responsibility. Failure to follow our Honor Code will result in a hearing with our Honor Committee.

Roycemore School's Academic Honor Code:

On my honor, I will not engage in academic dishonesty, whether it be plagiarizing, cheating, fabrication or falsification of materials/data and giving or receiving inappropriate assistance. I will not engage in the unethical use of technology.

Responsibilities

Students will

- Exercise academic honesty in all aspects of their work.
- Prepare sufficiently for all types of assessments.
- Seek extra help from teachers.
- Avoid engaging in cheating, plagiarizing, and lying.
- Use research sources in the prescribed manner.
- Report any violations of the Honor Code.

Teachers will

- Develop, model, and sustain ethical practices within the classroom setting.
- Report violations to advisors, administrators and parents or guardians.
- Confer with those who violate the Honor Code.

Parents will

- Discuss the Honor Code with their child to ensure understanding.
- Encourage their child to maintain high standards with regard to integrity, honesty, and personal responsibility.
- Support faculty and administration in enforcing the Honor Code.

Administrators will

- Ensure that all faculty, students, and parents receive the Honor Code.
- Maintain accurate records of Honor Code violations.
- Schedule conferences including the student's administrator, the teacher, the advisor, the parent, and the student.

Examples

Cheating - Examples of cheating include but are not limited to:

- Copying another person's work or allowing another person to copy your work.
- Using unauthorized notes, aids, answer keys or written material in any form during a test.
- Unauthorized use of technological devices when taking an assessment.

Plagiarism - Examples of plagiarism include but are not limited to:

- Presenting someone else's work as your own including the copying of language, structure, a work of art, ideas, and/or thoughts of another without proper citation or acknowledgement.
- Paraphrasing or copying word for word, without using quotation marks or giving credit to the source of the material.
- Generating text with the use of Artificial Intelligence (AI) tools or other technology that does not represent the student's individual thoughts.

Giving or Receiving Inappropriate Assistance - Examples of giving or receiving inappropriate assistance include but are not limited to:

- Giving or receiving an answer as opposed to offering help with finding an answer on one's own.
- Allowing another person to turn in your work as their own.

Fabrication or Falsification of Materials or Data - Examples of fabrication or falsification of materials or data include but are not limited to:

- Fabricating data in a science experiment or survey.
- Falsifying academic records of any kind.

STUDENT BEHAVIOR AND EXPECTATIONS

Students, parents and other adults on campus and at school-related functions (including bus transportation and by electronic means) are expected to treat each other with honesty, kindness, and respect. Students are expected to demonstrate age-appropriate social behaviors in accordance with typical developmental benchmarks. We do not teach conformity; rather, we foster an environment where students learn to view themselves as effective problem solvers who are resilient, and who work to become independent and self-disciplined in their thoughts and actions.

Any student demonstrating rude, abusive, defiant, dishonest, or unsafe behavior, or whose behavior is otherwise disruptive to his/her own learning or the learning of others, will be dealt with in a fashion appropriate for maintaining a positive school atmosphere and addressing the developmental characteristic of the students. Most minor issues are handled by individual teachers and may typically involve logical and timely consequences of in-class discipline, contact with a parent, or dismissal from class. Patterned escalation (in frequency or severity) of negative behaviors may result in suspension or expulsion.

Following is a list of some specific offenses that render a student liable for immediate disciplinary action up to and including expulsion:

- Conduct detrimental to the reputation of Roycemore School
- The use, sale, or possession of alcohol or any drug prohibited by law or the use of a drug requiring a prescription that is not prescribed to the student
- Possession and/or use of weapons or other items which are potentially dangerous on school grounds
- Unauthorized use of fire equipment
- Bullying or harassment of peers (including cyber-bullying via email, social networking sites, text messages, or telephone)
- The use of a "slur" including speech, epithets, threats, verbal abuse, use of profanity or derogatory comments, the spread of rumors, jokes, notes, stories, drawings, pictures or gestures that make reference to real or perceived ethnicity, national origin, immigrant

status, religious belief, gender, sexual orientation, age, disability, political affiliation, manner of speech, or any other physical or cultural characteristics.

- Abusive language and/or overt disrespect to a teacher or staff member
- Physical contact that is inappropriate in a school setting, nonconsensual, or disruptive of an individual's sense of safety and wellbeing
- Damage to or unauthorized use of school property
- Dishonesty in any form, including sharing of homework, cheating on tests or plagiarism
- Unauthorized absence from school
- Use of Internet technology (including but not limited to: websites, instant messages, blogs, forums, and social media) *at or away from school* to demean employees or students, or cause disruption to the educational setting
- Fighting or intimidation of other students
- Any behavior, on or off school grounds, which causes disruption to the educational setting

Any instances of battery against a member of the Roycemore community will result in disciplinary action up to and including expulsion. School officials will work with and inform local law enforcement on these issues as mandated by law.

When students enroll at Roycemore School they automatically become representatives of the school in the community. Therefore, every student should behave at all times in ways that will honor the school. This is especially true of all school-sponsored activities when all school rules of conduct and responsibilities still apply. Student conduct off campus or during vacation periods which reflects a disregard for the norms of social behavior expected of a Roycemore student (including, but not limited to, violations of rules stated in this handbook) may, at the school's discretion, be subject to disciplinary action.

FIREARMS, DRUG, AND SUBSTANCE USE POLICY

It is a felony to carry a firearm or weapon onto school property, in a vehicle, on a person, or at school-sponsored activity. A weapon is defined as any type of firearm, knife, or any other instrument that, in the opinion of the administration, is dangerous to an individual student or the student body in general.

The use of illegal substances, tobacco, and other like products, including the full range of options for marijuana, vaping and e-cigarettes, are not permitted on the Roycemore campus or Roycemore-sponsored events.

The illicit use of drugs and/or alcohol by students harms both individuals and their community. It violates federal, state and local laws; it adversely affects the individual's physical, mental, and emotional development; and it lowers the expectations of other students by setting a poor example of what it means to be a Roycemore student.

Roycemore is committed to prevent the illicit use of drugs and alcohol by its students. It is the school's responsibility to consider the welfare and safety of the entire student body. However, it is the sole responsibility of each student to abstain from the improper use of drugs and alcohol.

Any student found to have used, consumed, or been in possession of drugs, tobacco, vape or e-cigarettes, and/ or alcoholic beverages while under the authority of Roycemore, will be subject to a strong disciplinary response, including suspension and/ or expulsion in certain cases. Any student found to have engaged in the selling or distribution of drugs, at any time or place, will be

expelled. School officials will work with and inform local law enforcement on these issues as mandated by law. Tobacco products are also not permitted on campus or at events.

As used herein:

- "Found" means a determination by the school, following an investigation, based upon any type of information or evidence deemed by the school to be credible and substantial. The school shall have the right to act upon information or evidence that may not be admissible in a court of law.
- "In the possession of" includes the participation in the use or consumption of, or knowingly being in the presence of drugs or alcoholic beverages.
- "Drugs" includes all that is commonly understood in the context of the drug use problem including, but not limited to, the following: tobacco products including nicotine; non-tobacco vape or e-cigarette products such as JUUL and similar products; marijuana; depressants such as barbiturates, tranquilizers, and narcotics; stimulants such as amphetamines, methylphenidate, and cocaine; hallucinogens such as PCP, LSD, and mescaline; inhalants such as solvents, aerosols, nitrates, and nitrous oxide; and so-called club or designer drugs such as Ecstasy, rohypnol, and GHB. It shall not be considered a violation of this policy for students to use a drug properly that has been prescribed for them by their physician, if such use is in accordance with the physician's instructions. Nor shall it be a violation for a student to use so-called "over-the-counter" drugs, if such use is in accordance with that drug's labeled directions and is not otherwise prohibited by the school. If a student and/or their parents have any doubt as to this policy's application to the use of a drug by a student, such drug use should be approved in advance by the school.
- "While under the authority of Roycemore" means any time the student is on the school campus for any reason or is in its immediate vicinity; and whenever the student is attending, participating in, or being transported to or from a school-sponsored activity. Dances, plays, social events, and athletic events held at and/or sponsored by other schools are also considered school-sponsored functions. Off-campus lunches on a school day, including travel to and from such lunches, shall also be included within this definition.
- Any student found to have remained in the company of another student who was clearly using, consuming, distributing, selling or possessing drugs or alcoholic beverages while under the authority of Roycemore, may also be considered in violation of the school's drug and alcohol policy, unless he or she was intervening to prevent a problem, was assisting the person in difficulty, or was obtaining adult assistance.

Violations of this policy will be treated as a very serious violation not only of the school rules but also of applicable federal, state and local laws. Given this, students who violate this policy at school or at a school-sponsored event will be subject to disciplinary consequences. These may include suspension or expulsion.

The use, possession, sale or transfer of illegal drugs or alcohol, and the possession of a weapon on or near school property is prohibited by state and federal law. It is the responsibility of all members of the Roycemore community to abide by these laws. Roycemore will provide local law enforcement with notification of verified incidents of such violations occurring in the school, on school property, within 1,000 feet of the school, or while students are being transported to/ from a school related activity as required by Illinois law. A fundamental principle of the Roycemore policy on drugs and alcohol is that students are personally responsible for conforming their behavior to the federal, state and local laws and to the school's policy.

Substance Abuse Intervention

If a student or his or her family recognizes an ongoing problem with drugs or alcohol we encourage them to seek help immediately. If brought to the attention of a faculty member or administrator before evidence of use or abuse has been identified by a representative of Roycemore, the school will help to establish an evaluation and treatment plan through a licensed professional, and the student will not be subject to a disciplinary response by the school. The school will attempt to maintain strict confidentiality in offering this assistance. Continued substance abuse after treatment could result in a disciplinary response, a medical leave of absence, or separation from the school.

Search and Seizure Policy

To protect the safety and welfare of students and school personnel and to enforce school policy and conduct rules, Roycemore may perform unannounced searches, seize contraband, and perform physical searches of students to determine whether they pose a danger to themselves and/or others at any time while the student is on campus or at any school-sponsored activity. Accordingly, the Head of School or Head's designee, in collaboration with a member of the senior administration team, may search a student's computer, iPad, personal mobile device, pockets, purse, backpack, gym bag, or other personal property, student lockers, desks, or other school property, or student automobiles in accordance with applicable law.

DISCIPLINARY ACTIONS

Roycemore expects and teaches academic integrity, respect, kindness, personal responsibility, and accountability to the community. These values are fundamental to the establishment of a supportive academic community. The school maintains high expectations for personal behavior and expects students to demonstrate behavior that aligns with the school's core values and follow rules outlined in this handbook. Students who violate community rules will be subject to a spectrum of appropriate responses from restorative practices to dismissal. Students are given the opportunity to learn from mistakes, even when those mistakes require severe consequences.

Restorative Practices

The school engages practices which empowers students to resolve conflicts and restore relationships that includes a faculty member-facilitated conversation providing the students the opportunity to come together in small-group sessions to talk, to listen, to ask questions, and to bring resolution, reparation, and closure to the presenting conflict in a timely, positive, productive, and relationship-restoring and affirming fashion.

Detention

The school will hold detentions in the Middle and Upper Schools as needed. It is our desire that there be no need for detentions for students who fail to effectively implement self-discipline. The discipline policy calls for detention to be used when a student has exhausted warnings and redirection. The school will notify the student and the parent or guardian of assigned detentions. Students assigned to detention are expected to be prompt in attendance and must bring work to be completed during the time. Except in special cases, students required to attend afternoon detention will not be excused to attend extracurricular activities at that time. Upper and Middle School students assigned detention will serve their detention before school, during activity block, or after school.

During detentions, students must sit quietly and will not be allowed to listen to music or work on non-school work.

Suspension

Students whose disciplinary problems are considered serious enough to rise to the Head of School's purview should expect to serve an in-school or out-of-school suspension. The suspension of any student will require a mandatory parent conversation with Administration. In-school and/or out-of-school suspension holds students accountable for actions that are not in compliance with our school's mission, vision, and values. Students will be expected to keep up with academic work and complete missed assignments in a timely manner as determined by the division head.

The duration and location of a suspension is dependent on the severity of the issue. In most cases, the duration of a suspension can range from a single day to five days.

Students receiving in-school suspensions will sit in an assigned area for the duration of the suspension. During the term of suspension, the student will have no visitors, free break time, or extracurricular activity. A faculty member or administrator will accompany students in suspension if they leave the assigned area. Students will access their Canvas accounts to complete the lessons for the day. In the event that print materials are needed, the classroom teacher will bring any necessary items to the in-school suspension room. The student shall complete such assignments during the normal class time. For out-of-school suspensions, homework will be sent home and must be completed and evaluated per the terms of an unexcused absence. Suspended students are not permitted to participate in any school or extracurricular activities during the day or evening of the suspension.

Disciplinary Probation

Any disciplinary problem deemed serious enough by the Administration may warrant a period of probation. Students who violate a major school rule while on probation, or who fail to improve their behavior while on probation, will jeopardize their continued enrollment at Roycemore.

Expulsion

Expulsion from Roycemore is a very serious matter. It results from extreme or repeated violations of the school's policies and expectations. All decisions regarding expulsion will be made by the Head of School in conjunction with recommendations from the administrative team. When a student is expelled, the student will leave the school campus immediately and will not be permitted back on the campus for school-sponsored events. The student will not be invited to reapply in the future.

Disciplinary Reporting to Colleges

Roycemore supports the "Statement of Principles of Good Practice" of the National Association of College Admissions Counselors (NACAC) which expects secondary schools to report major school rule violations that lead to disciplinary probation, suspension or dismissal. Roycemore reserves the right to determine whether or not a first-time violation of a major school rule warrants a suspension (which are reported to colleges) or other discipline. Violations that are deemed to be particularly egregious and harmful to our community, and are often premeditated, are more likely to incur a more serious disciplinary response such as a suspension, even for a first-time offense. These include violations of our Bullying and Harassment Policy, the Honor Code, the Drug and Alcohol Policy, and/ or bringing a weapon to campus. However, repeated violations are likely to result in suspension, probation or expulsion.

Lower School Discipline Process

Aligned with our Roycemore community expectations, the Lower School emphasizes learning from our actions and collaboratively identifying appropriate support strategies based on individual needs. Our approach prioritizes understanding, reflection, and restoration, fostering a culture of empathy and growth.

When a misunderstanding or harm occurs, faculty utilize Nonviolent Communication, a method we refer to as the **Peace Process**. This process allows students to:

1. Share their feelings, needs, and perspectives.
2. Listen to and acknowledge the feelings, needs, and requests of others.

The Peace Process is modeled from a young age and, when necessary, facilitated by faculty members to guide students in understanding and resolving conflicts respectfully.

If unexpected behaviors persist, a student will complete a **Choices Think Sheet**, a restorative reflection tool used in collaboration with a faculty member. The Choices Think Sheet helps students:

- Reflect on their role in the incident.
- Identify what they could have done differently.
- Develop proactive strategies for future situations.

Supportive Protocol:

- **Step 1:** Completion of a Choices Think Sheet (faculty-guided reflection).
- **Step 2:** If a student completes three Choices Think Sheets for the same behavior, parents will be notified, and a *Team Meeting* will be scheduled. The meeting will include the appropriate faculty members and may involve the Division Head to determine next steps.

Serious Incidents

For incidents involving physical aggression or behavior beyond developmental expectations, parents will be promptly notified, and appropriate follow-up will occur. Safety remains our top priority, and all incidents are carefully reviewed to ensure informed decisions are made. While the timing of incidents may affect the review process, initial outreach will occur the same day, with next steps communicated as soon as possible.

Please note that confidentiality of students will always be maintained. Discussions will focus solely on matters related to your child and their well-being. We appreciate your support in recognizing Roycemore's commitment to ensuring an equitable, fair, and supportive environment for all students.

Lower School In-School Suspension

In rare cases involving extenuating circumstances or significant concerns, an in-school suspension may be necessary. This decision will be made collaboratively by the Dean of Students and Division Head, with families being notified and actively involved in the conversation to determine next steps and ongoing support.

Our goal is always to guide students toward reflection, accountability, and personal growth while maintaining a safe and supportive learning environment for all.

STUDENT ACTIONS OUTSIDE OF SCHOOL

The school reserves the right to discipline any student who is found to be involved, at any time or place, in activity that reflects negatively on the school and its students, violates school policies, or otherwise negatively impacts the school community. Students are reminded that our expectations for citizenship and behavior are the same online as they are in the real world. Online activities, even those in “private” settings, can easily be made public. Thus inappropriate online activities, including but not limited to e-mail communications, social media posts and messaging, and online forums, that run counter to our values and expectations can be subject to disciplinary response. Any criminal charges brought by law enforcement authorities against a student, including but not limited to any drug or alcohol-related offense, would likely result in disciplinary action, including the possibility of suspension or expulsion.

POLICY FOR ANTI-BULLYING

Roycemore is committed to maintaining an inclusive and equitable community, and in accordance with applicable state law, Roycemore strictly prohibits bullying and intimidation. It is contrary to State law, Roycemore’s policies as a non-sectarian, nonpublic school, and is consistent with subsection (a-5) of this Section (free exercise of religion). Nothing in this Section is intended to infringe upon any right to exercise free expression or the free exercise of religion or religiously based views protected under the First Amendment to the United States Constitution or under Section 3 of Article 1 of the Illinois Constitution.

Whether by an individual or by a group, and whether in person or online, bullying and harassment interfere with a student’s performance and security by creating an uncomfortable, intimidating or hostile environment. Therefore, this behavior will not be tolerated on campus, at any school-related function, or through the use of the internet or other technology. Roycemore has developed this policy in an effort to provide all students equal access to a safe, non-hostile learning environment.

This Policy is intended to be read and enforced in conjunction with Roycemore’s Policy for Anti-Harassment in the Roycemore *Student-Parent Handbook*, and all other relevant policies and procedures. This policy is posted on Roycemore’s website and is included in the student handbook, and, where applicable, posted where other policies, rules, and standards of conduct are currently posted in the school, and is distributed annually to parents, guardians, students, and school personnel, including new employees when hired.

Prohibitions and Definitions

Bullying and intimidation on the basis of color, race, nationality, religion, sex, sexual orientation, gender identity, ancestry, age, physical or mental disability, marital status, orientation, gender-related identity or expression, or any other legally protected status, is prohibited.

Roycemore defines “bullying” as any severe or pervasive physical or verbal act or conduct, including communications made in writing or electronically (see “cyberbullying,” below) directed toward a student or students that has or can be reasonably predicted to have the effects of one or more of the following:

1. Placing the student or students in reasonable fear of harm to the student's or students' person or property
2. Causing a substantially detrimental effect on the student's or students' physical or mental health;
3. Substantially interfering with the student's or students' academic performance; or
4. Substantially interfering with the student's or students' ability to participate in or benefit from the services, activities, or privileges provided by a school.

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

Bullying may take various forms, including without limitation one or more of the following:

- Harassment
- Threats
- Stalking
- Physical aggression - including hitting, punching, kicking
- Sexual harassment
- Sexual violence
- Theft
- Teasing or verbal abuse - including put downs, insults, name calling or racial/sexual remarks
- Intentional exclusion from activities or friendship groups
- Public humiliation
- Damaging a person's property/possessions or taking them without permission
- Threatening gestures, actions or words
- Written/verbal/electronic messages that contain threats, putdowns, gossip or slander
- Cyber bullying or harassment
- Retaliation for asserting or alleging an act of bullying.

Procedures for Reporting Bullying

Any student who believes they have been subject to bullying or cyberbullying should promptly report their allegations to their Advisor, or the Dean of Students, via email at (first initial)(lastname)@roycemoreschool.org or by phone at 847-866-6055. Anonymous reports may be made to the Head of School at 847-866-6077. All reports of bullying or cyberbullying will be investigated immediately, in a confidential manner. In addition, if the incident was not initially reported to the Dean of Students, or Head of School, the Head of School, or Dean of Students are to be notified of the report of the bullying incident as soon as possible after the report is received.

The investigation will be conducted by the Dean of Students with the support of the Head of School and additional faculty, as needed. Parents and/or guardians of all students involved in the alleged bullying incident will be informed of the allegations, and students will be provided information regarding social work services, counseling, school psychological services, and any restorative measures.

"Restorative measures" means a continuum of school-based alternatives to exclusionary discipline, such as suspensions and expulsions, that

- (i) are adapted to the particular needs of the school and community,
- (ii) contribute to maintaining school safety,
- (iii) protect the integrity of a positive and productive learning climate,
- (iv) teach students the personal and interpersonal skills they will need to be successful in school and society,
- (v) serve to build and restore relationships among students, families, schools, and communities, and
- (vi) reduce the likelihood of future disruption by balancing accountability with an understanding of students' behavioral health needs in order to keep students in school.
- (vii) increase student accountability if the incident of bullying is based on religion, race, ethnicity, or any other category that is identified in the Illinois Human Rights Act.

Consistent with the Roycemore *Student-Parent Handbook*, parents and/or guardians of all students involved will also be provided information and an opportunity to meet with the Division Head to discuss the investigation, the investigatory findings, and any actions taken to address the reported incident.

Roycemore will make every reasonable effort to complete the investigation of any reported bullying or cyberbullying incident in a timely manner, with ten (10) school days being considered the upper limit. The investigation will involve appropriate school support personnel and other staff persons with knowledge, experience, and training on bullying prevention, as deemed appropriate, in the investigation process.

The results of the investigation and appropriate remedial action will be presented to the Head of School. Possible remedial actions to acts of bullying or cyberbullying may range from a restorative meeting, to suspension, probation or expulsion, consistent with the Disciplinary Actions described in the Roycemore *Student-Parent Handbook*. As a private/ non-public school, Roycemore is not subject to Illinois School Student Records Act or the Federal Educational Rights and Privacy Act. However Roycemore's policies and procedures provide certain student privacy protections, as indicated in the Parent-Student Handbook.

Prohibition of Retaliation

Any student who makes a report of bullying or cyberbullying in good faith, or who contributes to a bullying or cyberbullying investigation, is protected from retaliation. Any student or students who retaliate against another student for their report of or cooperation in a bullying or cyberbullying investigation will be subject to discipline consistent with the Disciplinary Actions Policy. Any student or students who makes a false report of bullying as a means to retaliate against the student or as an act of bullying will be subject to disciplinary action consistent with the Disciplinary Actions Policy.

Policy Monitoring, Evaluation, and Individual and School-Wide Interventions to Increase Effectiveness

As part of the process of reviewing and evaluating Roycemore's Anti-Bullying Policy, Roycemore will annually assess factors including, but not limited to, the frequency of victimization, observations related to safety on the Roycemore campus, identification of school areas where bullying occurs most frequently, the types of bullying exhibited, and bystander intervention and/or participation.

In addition, to further the understanding and prevention of bullying and its impacts on students, the following interventions will be implemented, engaging school social work services, social-emotional skill building, counseling, advisory discussions and material from the Leader in Me program.

v. 2021.10.21

POLICY FOR ANTI-HARASSMENT

Roycemore is committed to maintaining an inclusive and equitable community. As a result all members of the Roycemore community agree to treat each other with respect-- one of the school's core values. Therefore, we do not tolerate any form of bullying or harassment, including sexual harassment. Through our character education programs in each division we use a proactive approach to help students understand what bullying and harassment is and to prevent it in the first place.

We strive to embrace differences in one another and we desire that all students learn to be kind and welcoming of all. Roycemore School will not tolerate any mean-spirited, unlawful or disruptive behavior, including any form of bullying, cyberbullying, or retaliation in our school buildings, on school grounds, in school-related activities, or that occurs outside of school and creates a hostile school environment for the targeted student. We will promptly investigate all reports and complaints of bullying, cyberbullying, and retaliation, and take prompt action to restore a safe learning environment for students who are bullied and to prevent further bullying or harassment by students who are identified as perpetrators of bullying.

Roycemore students have the right to participate in school life without the threat of harassment or bullying. Students and faculty are strongly encouraged to report any such behavior toward themselves or others to the appropriate Division Head. Per 105 ILCS the school may not request or require a student to provide a password or other related account information in order to gain access to the student's account or profile on a social networking website. The school may conduct an investigation or require a student to cooperate in an investigation if there is sufficient evidence to suggest the student's social network account violates the school's disciplinary policy; and the school may require the student to share content in the course of such an investigation.

Procedures for Reporting Bullying or Harassment

Any student who believes they have been subject to bullying or cyberbullying should promptly report their allegations to a trusted teacher, the School Counselor, the Dean of Students, or the appropriate Division Head. Faculty will pass any reports to the Dean of Students or the appropriate Division Head.

All reports of bullying or cyberbullying will be investigated immediately by the Dean of Students and/or appropriate Division Head.

The investigation will be conducted by the Dean of Students with the support of the Division Head, and as needed, the Head of School. The school will communicate with the Parents and/or guardians of all students involved in the alleged bullying incident regarding the allegations, the investigation outcome, and any restorative measures or student supports that are implemented as a result.

Restorative measures are a continuum of school-based alternatives to exclusionary discipline, such as suspensions and expulsions, that seek to repair harm, rebuild relationships, and improve the school climate. These may include class meetings, community building circles, conflict resolution strategies, individual counseling, and the teaching of communication strategies.

DRESS CODE

At Roycemore, we believe in the importance of individual expression for our students. Because of this, we neither have a uniform, nor a narrow dress code. However, we do recognize that student dress can impact the learning environment, and at the same time, we strive to educate students on how to dress properly for a given environment. We ask that students dress in a manner that respects and upholds our Core Values and our school culture. A student's appearance, including dress and grooming, must not disrupt the educational process, interfere with the maintenance of a positive teaching/learning climate, or compromise reasonable standards of health, safety, and decency.

Early Childhood and Lower School

We ask that parents help guide your children in making good clothing choices that also align with the dress code outlined below for middle and upper school students.

Middle School and Upper School

All Upper and Middle School students must dress in a way that sets an appropriate example for our youngest students. All genital areas, nipples, and buttocks must be fully covered by opaque fabric, but there are no specific cleavage requirements. No depictions of drugs, illegal substances or profanity are allowed. Hats/head coverings are allowed. Students' eyes must be completely visible, regardless of any head attire worn. Note that specific classes (such as the sciences or physical education) may introduce additional requirements for participation (such as closed-toed shoes) for safety reasons which are applicable only during those classes.

If a student or member of the faculty believes that someone has violated these guidelines, they may point them out to the Division Head or Head of School. **Only the Division Head or Head of School or their designee may address issues with the student in question and provide appropriate consequences.** Dress code violations will be handled privately. The disciplinary measure taken will be determined by the Division Head or Head of School and decided based on the severity of the infraction.

If a student is in violation of the dress code, the following guidelines will be used: Faculty will privately advise the Division Head. If the dress code violation is causing a disruption to the educational process, interfering with the maintenance of a positive teaching/learning climate, or compromising reasonable standards of health, safety, and decency the student will be offered the opportunity to wear temporary or borrowed items to allow them to return to class. Alternatively, the student's parents will be contacted to provide alternative clothing. In the event of subsequent offenses, the teacher will again alert the Division Head and disciplinary action may need to be taken.

Field Experiences

Unless the sponsoring classroom teacher suggests alternate dress, students in Early Childhood and Lower School must wear a Roycemore School shirt for easy identification.

Spirit Days

Every Friday is Spirit Day! Students are encouraged to wear Roycemore apparel and school colors on these days. School spiritwear can be purchased [here](#).

Awards Ceremonies and School Sponsored Banquets

Students should be prepared for business or business-casual dress periodically for school-sponsored banquets, presentations, and ceremonies.

Parents are encouraged to be mindful of the dress code before their children leave the home; it may save you the inconvenience of a trip to the school.

SUPERVISION DURING SCHOOL

For their safety and wellbeing, Early Childhood, Lower School, and Middle School students must be under the supervision of a faculty or staff member at all times, including morning care, recess, lunch, and after-school activities. Students may only leave campus under the direct supervision of a member of the faculty or staff, a parent, or another adult specifically authorized to do so by the parent after written notice is provided to the school. Avoiding or evading these supervision requirements will be considered a serious breach of discipline and will be treated accordingly.

Once a Middle School student leaves campus for the day, the student may not return without a parent or approved adult chaperone. Exceptions may be made for students in the 7th & 8th grade for students demonstrating impeccable conduct and consistent adherence to Roycemore School core values as determined by the Middle School Head.

Upper School Open-Campus

Roycemore maintains an open campus policy for students in grades 9-12. Students must abide by the policies of the school to maintain open campus privileges. Students must have a completed off-campus waiver signed and on file to be eligible for this privilege.

Students must represent Roycemore with their best behavior at all times, and are subject to all school rules when off campus. Students who do not comply with these rules can have their off-campus privileges revoked at any time by the Dean of Students/ Division Head or parents/guardians.

To maintain off-campus privileges, students must have:

- Signed waiver on file
- C or better in all classes
- Passing and complete grades from the previous marking period
- Fewer than three absences during the quarter.
- Fewer than three tardies during the quarter
- Disciple record free of referrals

To use off-campus privileges, students must:

- Enter and exit the building through the main entrance.
- Sign out and in when exiting and entering the building.
- Disclose their intended destination.
- Refrain from using any transportation other than walking.
- Maintain punctuality and report to assigned spaces on time.
- Follow all Roycemore rules

While using off campus privileges, students may not:

- Drive or operate a motor vehicle unless checked out for the remainder of the day.
- Provide transportation to another student.
- Accept rides or transportation from others.
- Use Uber, Lyft, Taxis, or other rideshare transportation.
- Visit the private residence of anyone other than a parent, guardian, or relative.
- Engage in any activity prohibited on campus.

Early Childhood & Lower School Unstructured Play Guidelines

Purpose: Unstructured play offers students the opportunity to practice critical skills such as self-advocacy, decision-making, and problem-solving. These moments encourage children to self-select activities, collaborate with peers to establish guidelines, and explore their surroundings in a way that nurtures creativity and independence.

This playtime supports Social-Emotional Learning (SEL) competencies:

- Self-awareness
- Self-management
- Social awareness
- Relationship skills
- Responsible decision-making

Guided by adult supervision, students use this time to grow and explore in meaningful ways.

Benefits of Play: [*The Genius of Play*](#) highlights six key benefits that inform the inclusion of unstructured play:

1. **Physical** – Develops coordination, balance, gross-motor, and fine-motor skills.
2. **Emotional** – Teaches kids to manage emotions and practice empathy.
3. **Social** – Enhances social skills through group dynamics and cooperative play.
4. **Cognitive** – Improves decision-making and critical thinking.
5. **Creative** – Encourages imagination and self-directed creation.
6. **Communication** – Develops verbal and non-verbal communication skills.

Research consistently shows that active, playful children perform better academically and experience enhanced overall well-being.

Guidelines for Implementation: Students in Early Childhood and Lower School engage in unstructured play throughout the day:

- **Early Childhood:** Play is intentionally woven into daily curriculum activities and during recess.
- **Lower School:** Play time primarily occurs during designated recess periods.

Faculty and staff play an active role by monitoring these times, facilitating safe and inclusive play, and guiding students through any arising concerns. Using *Nonviolent Communication* and *Restorative Practices*, staff help students navigate challenges and conflicts while reinforcing the school's *Portrait of a Griffin* values: self-advocacy, communication, creativity, collaboration, critical thinking, and leadership.

Supervision & Incident Management

- Faculty are assigned to recess and remain actively engaged with student supervision, ensuring comprehensive supervision.
- Conflicts are typically resolved during recess before returning to the classroom. If unresolved or more significant, the classroom teacher or division head may be informed.
- When physical injuries require an accident report, families will be notified promptly.
- Recurring concerns or major incidents may involve family communication, reflecting the school's commitment to transparency and partnership with parents as it pertains to your child.

General Guidelines for Students

1. Be **appropriate, safe, and kind**.
2. Be **inclusive** and invite others to join activities.
3. Use **kind and supportive language**.
4. Respect personal space: no aggressive physical contact (e.g., pushing, grabbing).
5. Take turns, share when you are done using a piece of equipment, and practice patience while you wait your turn.
6. Establish clear, agreed-upon rules for games before starting; ensure new participants understand these rules.
7. Use nature (e.g., sticks, leaves) respectfully and safely.

If tools or materials are misused, staff will guide proper usage. Roycemore School values opportunities to teach responsible use of equipment and tools. Repeat misuse may result in temporary removal of privileges.

Conflict Resolution

Recess provides an essential learning space for students to work through disagreements constructively. Faculty and staff facilitate conflict resolution using language from the *Seven Habits: Think Win-Win* promotes collaboration and fairness.

Some of the resolution techniques used at Roycemore:

- One round of *Rock, Paper, Scissors*.
- Use of the *Peace Process*
- A break from the activity to reset.
- If unresolved, mediation with appropriate faculty and staff.

These strategies empower students to navigate conflicts independently while fostering a positive

school culture.

This framework ensures playtime aligns with our mission to nurture happy, healthy, and well-rounded learners.

DROP-OFF AND PICK-UP

DROP-OFF

Supervised drop-off begins at 7:30 a.m. Supervision is not available earlier than 7:30 a.m., and the school will not be open until that time. To ensure their safety and well-being, do not drop off students prior to 7:30 a.m. Please carefully follow these procedures to ensure a safe and efficient morning drop-off with a minimum of traffic delays.

- Upper School students should park or be dropped off in the outside main lot on Davis Street. They will enter and exit the school through the main entrance.
- Middle School parents should enter from the south entrance, from Grove Street. Please stay to the right and pull up to the double doors outside the gym. Students will enter and exit school through the entrance by the gym. Middle School students will remain in the MS Zone (gym foyer) until 8:15 a.m., when they will be dismissed to Homeroom/Advisory.
- Early Childhood families may pull into the garage when dropping off their children (accessed via Davis Street), park and walk their children into the school through the two yellow doors. They should be taken to the Morning Room if arriving before 8:05 a.m. After that time, students can be taken directly to their classrooms. Families will have the option to “drop and go” at the yellow doors between 8:00 and 8:15 a.m., faculty and staff will be on site to assist. When entering the lot, if all the spaces are full, please drive around until a space opens. DO NOT PARK anywhere that is not a designated space. Families can park upstairs, enter through the main entrance, and bring their children to their classrooms if needed. Please do not park in designated spots for admissions or auction winners at any time.
- Lower School families may pull into the garage when dropping off their children (accessed via Davis Street), park and walk their children into the school through the two yellow doors. They should be taken to the Morning Room if arriving before 8:05 a.m. After that time, students can be taken directly to their classrooms. Families will have the option to “drop and go” at the yellow doors between 8:00 and 8:15 a.m., faculty and staff will be on site to assist. When entering the lot, if all the spaces are full, please drive around until a space opens. DO NOT PARK anywhere that is not a designated space. Families can park upstairs, enter through the main entrance, and bring their children to their classrooms if needed. Please do not park in designated spots for admissions or auction winners at any time.
- Walkers and bikers, for Early Childhood and Lower School, as well as parents who have cars that are too large to enter the garage will enter the main entrance and will then proceed down the stairs to their respective division of the school following marked signage. Students should be taken to the Morning Room if arriving before 8:05 a.m.. After that time, students can be taken directly to their classrooms.

PICK-UP

Early Childhood & Lower School

At 3:15 p.m., Early Childhood and Lower School students are dismissed for pick-up. Families may pull into the garage, park, and must walk into the school to pick up their children at 3:15 p.m. (2:00 p.m. on Thursday). If all the spaces are full, please drive around until a space opens. DO NOT PARK anywhere that is not a designated space. Families may also use the main entrance. Please note, ALL Early Childhood & Lower School students must be picked up inside the building.

When picking up an Early Childhood or Lower School student after 4:15 p.m., all families must go through the main entrance. The garage will not be open after 4:15 p.m.

Please inform the school in writing of any regular car pools and of any changes to your pick-up situation any time they occur. Students will only be released to individuals listed on the approved list as provided on the emergency contact section, or otherwise specifically identified to the school in writing or by telephone. Such individuals will be required to present a photo identification.

No Early Childhood or Lower School student may remain on campus after 3:15 p.m. (2:00 p.m. Thursday) unless the student is involved in a supervised program of study or activity. The Extended Day Program is a fee-based opportunity available to any Early Childhood or Lower School student who remains on campus after school has ended or the supervised activities have ended.

*****Early Childhood & Lower School Procedures** Please review the guidelines in the [Early Childhood & Lower School Procedures](#) document for all the ins and outs of navigating these two divisions.

Middle School

At 3:30 p.m. (2:24 p.m. Thursday), the Middle School is released from classes. By 3:35 p.m. each day (2:35 p.m. Thursday), all Middle School students must be in a supervised school activity, or have been picked up. Students who have not been picked up by this time must report directly to the supervision of Homework Club (Mon.-Wed.) until 4:30 p.m. or to the Zone to be supervised until the arrival of their parent. Parents should arrive for pick-up in the driveway by the gym.

No Middle School student may remain on campus after 3:45 p.m. (2:35 p.m. Thursday) unless the student is involved in a supervised program of study or activity. The Middle School Zone is a fee-based opportunity available to any Middle School student who remains on campus after supervised activities have ended. Reminder, Middle School students are not able to remain on school grounds without direct adult supervision.

Additionally, if students have parental consent to leave campus at the conclusion of the day independently, they are not permitted to return to school later. Once students leave the school for the day, they may not return unless they are in the company of a parent or guardian.

Upper School

At 3:30 p.m. (2:24 p.m. Thursday), the Upper School is released from classes.

After 3:30 p.m., Upper School students may be picked up at the main entrance, or may depart campus on their own. Parents, please use one of the parking spaces in the lot if you are waiting, and be sure that you do not block traffic attempting to exit the lot.

The school officially closes at 6:00 p.m. and no student will be allowed to remain after that time unless the student is supervised by staff for a rehearsal, game, or other school sponsored activity.

STUDENT LIFE / EXTRA-CURRICULAR

Participation in enrichment and extracurricular activities is a valuable part of the Roycemore experience for all divisions. In Lower School, enriching activities are provided most afternoons starting at the end of the school day for 45 minutes to an hour. Activities in prior years have included Cross Country Team, Chess Club, Acting and Improvisation, Lego Club, Engineering, Martial Arts, and others based on student interest and teacher or parent expertise. Families sign up for the activities in which they want their children to participate two times a year. Information will be sent directly by the Division Head.

Middle and Upper Schools offer students many clubs, athletics, and social activities. See Middle School and Upper School Activities Guides for more information.

Students and staff participating in extracurricular activities will be expected to follow the health and safety protocols details in our Health and Safety Plan.

ATHLETICS

Athletic Overview

Roycemore encourages participation in interscholastic athletics under the guidance of the Illinois High School Association. Our goal is to enrich the student experience within the framework of our unique educational experience while encouraging a commitment to our co-curricular programs. Roycemore School hopes to encourage sustainable life skills and ethical character traits that translate to citizenship.

Roycemore School promotes perseverance and a strong work ethic through the rigors of athletics. The most effective trait is learning to compete through adversity, whether winning or losing. In sports, failures often arise throughout competition, perseverance and work ethic can help to overcome these hardships. Athletics affords Roycemore student-athletes the opportunity to rebound after failures while retaining their motivation to win with honor and dignity.

Athletics plays an integral role in the Roycemore Community experience. It is an extension of our classrooms where dynamic growth occurs. Roycemore encourages collaborative teamwork, thinking, and dedication toward a common goal. Roycemore promotes teamwork, putting others before ourselves, competing with traits that bring out the best in ourselves, our teammates, and our opponents, and winning and losing with humility. It's all about the challenge – one that Roycemore enthusiastically embraces.

Our emphasis is on chasing excellence regardless of the outcome. Participation is prized at Roycemore. Roycemore encourages our students to participate in as many co-curricular activities as they desire. You can try a sport for the first time, or you can train at a level that prepares you for collegiate competition. Developing resilience, commitment, teamwork, and leadership whilst learning to take risks. These traits help ensure success for students beyond our campus walls.

The school's commitment to a no-cut policy for athletics ensures inclusivity, regardless of a student's skill level or experience. As a member of the IHSA, Roycemore fully support its mission and integrity.

IHSA Mission Statement (*Adopted on June 9, 2008*)

The IHSA governs equitable participation in interscholastic athletics and activities that enrich the educational experience. Opportunities for students to represent their school and community as they participate in Interscholastic activities are a privilege unique to young people in American education. Educators across the USA believe that participation in interscholastic activities offers students significant lifetime learning experiences that cannot be duplicated in any other instructional setting. The purpose of the IHSA is to provide leadership for the development, supervision, and promotion of good sportsmanship in interscholastic competition and other activities in which its member schools choose to engage. Participation in such interscholastic activities offers eligible students experiences in an educational setting which provides enrichment to the educational experience.

It is the responsibility of each member school:

1. To stress the educational importance, the cultural values and the appreciation and skills involved in all its interscholastic activities and to promote cooperation and friendship;
2. To regulate its interscholastic program in both character and quantity according to the accepted objectives of secondary education so that interscholastics shall not unduly interfere with nor abridge the regular program of teachers and students in the performances of their regular day-to-day school duties;
3. To encourage economy in the time of the student and teacher personnel devoted to interscholastic activities;
4. To encourage economy in expenses of interscholastic activities; and
5. To promote only those activities which enhance the school's desired educational goals.

School personnel, students, parents, and taxpayers have long recognized and endorsed the role of the IHSA — a non-profit, voluntary organization composed of Illinois high schools, each represented by its principal or designated representative — in providing supervision, control, and promotion of the interscholastic activities (athletic and non-athletic) in which students engage.

IHSA Beliefs

- IHSA believes each individual is important.
- IHSA believes participation in interscholastic athletics and activities is a privilege that enhances secondary education.
- IHSA believes in respect, appreciation, and acceptance of diversity.
- IHSA believes each individual's involvement and acceptance of personal responsibility is critical.

- IHSA believes sportsmanship is a core value and its promotion and practice are essential.
- IHSA believes each member school is equal and equally important to the association's existence.
- IHSA believes equality and fairness must always be safeguarded.
- IHSA believes all persons involved in interscholastic athletics and activities are expected to be positive role models.
- IHSA believes the process of striving to reach one's full potential is more important than winning.
- IHSA believes effective communication promotes knowledge, understanding, and collaboration.
- IHSA believes in the pursuit of excellence.
- IHSA believes that to remain effective, it must be a self-governing organization where each member school must take responsibility for the knowledge and enforcement of all rules and regulations.
- IHSA believes integrity and honesty are non-negotiable.

No Cut Policy

Roycemore's No-Cut policy is aligned with our Primary Value of Inclusion. Everyone is welcome to participate in any and all athletic offerings. First-Year participants will be held to the same standard as our advanced athletes.

Our no-cut policy does not guarantee varsity playing time. Still, it does ensure each player experiences game time to develop the necessary skills to meet a common goal, which is development. This is particular to unexcused absences. All athletic teams are deemed a classroom, and the same expectations will be observed.

Roycemore Athletics Vision Statement

Roycemore School provides a place where athletes are inspired to perform at their personal bests, thriving as competitors, teammates, and ambassadors of Roycemore School and as part of an inclusive, committed, hard-working team.

Athletic Goals

1. Mastery of Skills
2. Achieving Athletic Excellence
3. Promoting sustainable life skills that develop the mind, body, and spirit
4. Creating habits that contribute to ourselves and our community
5. Good Sportsmanship

Varsity Athletic Teams

Fall: Girls' Volleyball, Coed Cross Country, Sailing,
 Winter: Girls' and Boys' Basketball
 Spring: Sailing, Coed Track & Field, Boys' Volleyball

Activities

Ultimate Frisbee, Chess, ESports, Scholastic Bowl

Lake Shore Athletic League

- Beacon Academy: 1574 N Sherman Ave, Evanston, IL 60201
- British International School: 161 W 9th St, Chicago, IL 60605
- Chicago Waldorf: 5200 N Ashland Ave, Chicago, IL 60640
- Christian Heritage Academy: 315 Waukegan Rd, Northfield, IL 60093
- Horizon Science Academy: 2245 W Pershing Rd, Chicago, IL 60609
- Intrinsic School: 79 W Monroe St, Chicago, IL 60603
- Lycee Francais de Chicago: 1929 W Wilson Ave, Chicago, IL 60640
- Morgan Park Academy: 2153 W 111th St, Chicago, IL 60643
- Roycemore School: 1200 Davis St, Evanston, IL 60201
- Wolcott School: 1950 W Hubbard St, Chicago, IL 60622

Transportation

All athletes with a valid driver's license may drive to practice sites with the signed consent of the appropriate parent or guardian. Athletes are required to travel with the team **when** transportation is provided to athletic contests. However, parents/guardians are welcome to drive their children from away contests with consent from the athletic director and acknowledgment from the on-site coach.

In the case that a competition site is closer in distance to a family's residence vs the school, the athlete may follow the team bus.

Team Communication

Each team utilizes Roycemore Email as the preferred way of communication, especially one-on-one conversations. The BAND App is our community app used for communicating team-related announcements outside of the official website. **One-on-one text messaging between a student and coach is strictly forbidden.**

Communication Plan

However, when there are issues regarding other situations (with the exception of playing time, team strategy, or other student-athletes) involving the team, students and parents are expected to follow these steps:

1. Player communicates with coach *(student advocacy);
2. If concern(s) persist, parent(s) & player communicates with coach;
3. If concern(s) persist, parent(s) and/or students communicates with athletic director;

Note - Parents are asked not to question a coach before, during, or after a game or practice. Roycemore exercises the 24-hour rule, which allows all parties to reflect upon any situation to provide a positive experience appropriately.

Athletics Registration

Any student wishing to participate on an athletics team must register during the designated window by filling out the Athletics Declaration form provided by the Roycemore Newsletter. The IHSA and Roycemore require a valid, up-to-date athletic physical prior to participation.

Medical Information

Any student wishing to participate on an athletics team **MUST** submit a valid physical, the IHSA Pre-Participation form, and the IHSA medical acknowledgment and consent form before

participating in ANY practice. This is in addition to the enrollment forms required by Roycemore. If a physical is pending or invalid, there is an option to sign an "Assumption of Risk" form to act in lieu of the physical renewal.

Equipment

ALL team-issued uniforms are the property of Roycemore Athletics. Each athlete is responsible for any and all gear issued to him or her. Failure to return this gear at the end of the season will result in a charge to the individual student account.

PLEASE NOTE: *This is a living document that may change to maintain the evolution of Roycemore School, its Athletic Department, and its student body.*

CHARACTER EDUCATION, ADVISORY, AND HOUSE

Character education is an integral component of the School, infused formally and informally throughout the day. Roycemore uses a model based on Stephen Covey's Seven Habits of Highly Effective People. Teachers will teach the Seven Habits, embedding them in their lessons and encouraging students to know that they can be leaders and do what is right. It is a truly positive message that each child is a leader.

The Seven Habits are:

1. Be Proactive - You're in Charge
2. Begin With the End in Mind - Have a Plan
3. Put First Things First - Work First, Then Play
4. Think Win-Win - Everyone Can Win
5. Seek First to Understand, Then to Be Understood - Listen Before You Talk
6. Synergize - Together is Better
7. Sharpen the Saw - Balance is Best

Character Strong SEL Curriculum (Pre-K - 12th Grade)

All students also engage in the Character Strong curriculum. Character Strong is a social emotional curriculum that focuses on the five SEL competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. It also provides learning opportunities in life skills and character development.

Early Childhood and Lower School teachers hold community meetings daily. During this time, students engage in the Character Strong curriculum. Character development and social emotional learning are integrated throughout the day in the Early Childhood and Lower School. Faculty spend time with students learning to 'be proactive', 'think win-win', and work through conflict as needed. Developing our voice and sense of self is an integral part to the Early Childhood and Lower School day. Supporting the leadership culture at Roycemore, "Leadership Awards" are presented to students at the Lower School Monday Morning Meeting to reward and celebrate positive behaviors. These awards are given by faculty and students to one another when they demonstrate one of the seven habits. "Leadership Week & Kindness Week" is a culmination event to the beginning of the year, where the seven habits have been revisited and a focus on kindness has been at the core of student learning.

Middle School students start each day in their Homeroom or Advisory on Wednesdays. Each homeroom has two teachers with each teacher taking shared responsibility for setting the tone

for a positive and successful day with opportunities to share and discuss events of the day and support the students' emerging and varied executive functioning needs. Additionally, each student will be placed in a small-group advisory. The advisor serves as the primary point of contact between parents and the school, and is able to address any concerns the family may have regarding their child. During Advisory on Wednesdays, advisors talk with their advisees and address the social/emotional and/or academic issues their advisees are experiencing. Age-appropriate topics are discussed in advisory including social-emotional topics, mindfulness, character education, study skills, and academic enhancement activities related to the middle school years of development.

Each Middle School student is also assigned to a House. The Middle School House system is designed to help students develop positive relationships, using traditions designed to encourage development of cross-age relationships, healthy and fun competitions and planned community gatherings to unite members of House groups. The school organizes events such as Olympics, reading challenges, spirit days, and House projects each year. Students and faculty members in the Middle School are divided into one of four houses with competitions and other events based upon House membership. A student remains in the assigned House group throughout their years in the Middle School program. Two 8th grade students each year are selected by the House sponsors to serve as captains for their House. This is an honor that carries the responsibility of role model, supporter, and mentor to the other students in the House group. At the end of each quarter, points are totaled and the House group earning the most points wins the opportunity to participate in a House reward block of time. The House with the highest number of points at the end of the school year receives the Griffin Cup.

The advisory program is a key feature of Roycemore's Upper School. Each student chooses a faculty advisor every fall, and the two work closely together throughout the year. The relationship focuses on two broad categories of school related issues. First, advisors help students with academic planning. This includes selecting appropriate courses for each semester, designing annual January Short Term projects, and formulating college plans with guidance and collaboration from the college counselor. Second, their advisors work with students in less structured areas which could include helping them to set realistic long- and short-term goals, evaluate their progress, develop strong study habits, become involved in extracurricular activities, and budget their time and energy in order to respond most effectively to the multitude of demands placed on them. Advisory time also included regular mindfulness practice opportunities to support emotional well-being for students. The advisor is an important point of contact for parents, and will remain in communication with parents regarding issues at school. While Roycemore encourages student self-advocacy, Roycemore understands that at times, parents must be involved to help students make the best choices. At these times, the advisor, parents, and student will work together. Students and their parents are free to consult with any member of the faculty and administration, but they are likely to turn to advisors first.

AFTER SCHOOL OPTIONS

Extended Day Program (EDP)

Roycemore's Extended Day Program provides children in Pre-Kindergarten through Grade 4 with a change of pace from their regular school program. The students may be divided into two groups dependent upon age. Outdoor and indoor physical activities and enrichment opportunities in the arts are among the experiences students enjoy. Our desire is to maintain a relaxed, warm atmosphere where children may have a choice of recreational activities in which they may

participate. The same health and safety protocols that apply during the school day will apply during Extended Day.

EDP hours start at the end of the regular school day and end at 6:00 p.m. *If a family does not pick up a student by 6:00 p.m. it places an undue burden on the extended day staff. In these cases the family will be charged an additional fee of \$1.00 per minute for late pickup.* When classes are dismissed mid-day, children registered for the Extended Day Program may remain until their usual dismissal time. On days when school is not in session, EDP is not available, but there may be Child Care Assistance available for an extra cost – see the Division Head or school calendar for specific details. There is an additional cost for enrollment in EDP. (\$5050/annual, \$40/day). Further information regarding EDP may be obtained from the Early Childhood & Lower School Division Head.

*During Spring Break there is a Spring Break Camp available during the first week. Enrollment in the camp days requires registration in advance.

The ZONE

Middle School students in grades 5-8 have their own after-school program called The Zone. All MS students must be in a supervised, designated space by 3:35 each day (except Thursdays, when the time is 2:24 pm) The Zone is located outside the gymnasium. There is a separate fee associated with The Zone (\$1300/annual, \$10/daily). Homework Club is a supervised study hall offered for no charge on Mondays-Wednesdays immediately after school until 4:15 pm. Students remaining on school premises after 3:35 pm must either be in one of the programs offered until a parent/guardian arrives to pick up at the gymnasium door. Any student remaining at the end of Homework Club, at 4:15 pm, will be sent directly to the Zone where they are expected to stay unless they have permission of The Zone supervisor to leave. The Zone closes at 6:00 p.m. Should a student remain after that time, a fee of \$1.00 per minute will be charged. Reminder: No Middle School student is allowed to be on school premises after school hours without direct supervision.

Thursday Special Programs

Special programming may be available on Thursdays during the early release time, primarily to Lower and Middle School students. Some programs offered through our community partners are fee-based while others will be free of charge. Details of the program offerings are shared with families prior to the start of each semester. During Thursday early dismissal, any Early Childhood or Lower School student can attend EDP free of charge until the regular dismissal of 3:15 pm. Middle School students may be in the Zone free of charge until the regular dismissal time of 3:30 pm. Upper School students may be in the building until 6:00 p.m. During this time, they must be in a supervised area. This includes the library and first floor common area until 6:00 p.m. Students involved in after school activities that extend beyond 6:00 p.m. must remain with the faculty supervisor of that activity, and that faculty member will assume responsibility for supervision. After 6:00 p.m., students are expected to leave campus promptly when an activity has concluded.

FOOD SERVICE & LUNCH

Lunch is served cafeteria-style by HandCut Foods at a pre-paid additional cost. HandCut is committed to delivering to Roycemore students the freshest, highest-quality dishes, made from scratch and with whole ingredients. Roycemore has a full-service, modern kitchen facility, hot tables, cooled salad bar and open eating area. Students may choose from hot entrees, fresh

salad bar, sandwiches, soup, milk, and most often fresh fruit for dessert - or an occasional freshly made sweet treat. Allergens are clearly marked on each weekly menu.

Making an appealing lunch for students from age 3 through seniors in high school is a challenge that HandCut welcomes. In addition to working with Roycemore School to satisfy students' tastes, HandCut menus feature meatless or vegan options, gluten-free alternatives, and they do their best to accommodate for other dietary restrictions as needed.

HandCut builds custom menus for Roycemore around seasonal, whole ingredients, many of which come from nearby Midwest farms. Staff input is valued. HandCut's team includes full-time registered dietitians who oversee menus to ensure that meals are as nutritionally balanced as they are responsibly sourced.

Roycemore School is allergen aware, and for that reason, attempts to maintain the Dining Hall and all Early Childhood and Lower School areas as nut-free.

Parents whose children require special dietary restrictions should contact the respective Division Head regarding other options. Lunch trays must be used and table areas must be cleaned/cleared before leaving the Dining Hall.

In the Early Childhood and Lower School, food may not be taken out of the Dining Hall without teacher permission. Early Childhood and Lower School students have the opportunity to have a snack, which the individual child provides. Roycemore asks that snacks be nutritious, nut-free and sensitive to any special dietary restrictions in individual classrooms. Roycemore asks parents not to send candy, gum or suckers to school, as suckers can be dangerous for young children, and gum chewing is not allowed at school. Food that is not a daily snack should not be brought to school unless the child has prior permission from the teacher and provided there is enough to share with the homeroom class. Early Childhood, Lower School, and Middle School students in the Extended Day Program are served a daily snack after school.

During Middle School lunch, students have the choice to report to the Dining Hall and remain there for a minimum of fifteen minutes to eat lunch, or they may opt to eat lunch in a quieter environment in the Zone. Students may take their lunch to Alexander Park and the Roycemore Patio when permitted to do so. Once released to recess, Middle School students have 3 choices as to supervised areas in which they may be: the gym, the Zone, or the outside concrete area/ Alexander Park (with teacher supervision). These are the only options, unless a student has specific permission from a teacher to be in another area of the school. Students who do not comply with the stated policy will receive lunch/recess detention on the following day.

Upper School students on campus during lunch must eat in the Dining Hall or the outdoor terrace. Upper School students may not eat lunch in the Innovation Center or Lounge, Library, Lobby, or classrooms.

GRADUATION, 8TH GRADE CELEBRATION, AND FOURTH GRADE BRIDGING

Roycemore holds a commencement ceremony for graduates, a celebration for the completion of 8th grade, and a bridging ceremony for fourth grade to welcome them to middle school. It is the expectation of the school that all 12th, 8th, and 4th grade students attend and take part in their specific event.

The 4th Grade Bridging Ceremony will recognize the student's completion of Lower School and progression to Middle School. The ceremony is typically scheduled for the last week of the school year during the Eighth Grade Celebration. Students should plan to dress up either in dress suits and ties, dress pants, or dresses.

The 8th Grade Celebration will recognize the student's completion of Middle School and progression to Upper School. This celebration is typically scheduled for the last week of the school year during the day. Middle School students should plan to dress up either in dress suits and ties, dress pants, or dresses.

The 12th grade graduation is scheduled for that same week. Upper School students are expected to wear formal attire, in black or white, or any combination of black and white. Suits, ties, dress pants, dresses, skirts, dress shirts are all possibilities for any gender. Specific dates and times are posted in the all-school calendar and communications to parents with details about the ceremonies will be sent out to parents and students in advance. All are welcome to both events, including parents, grandparents, siblings, and any other friends or family. Generally, no RSVP or ticket is required.

BIRTHDAYS AND CLASS PARTIES

Birthdays

Students are welcome to celebrate their birthdays at school. Please notify the child's homeroom teacher of your intentions prior to the day. In Early Childhood and Lower School students can celebrate their birthdays by bringing in a non-edible gift (stickers, pencil, etc.), do an activity with the class, read a book with a family member, and/or donate a favorite book to the Roycemore Library (with a name plate recognition).

When a student plans an out of school party, invitations must be e-mailed or otherwise delivered off campus. Please be sensitive to the feelings of classmates. If having a sleepover, please **do not** bring sleeping bags and/or overnight bags to school.

Class Parties

Other celebrations may be planned by the classroom or division for various holidays that celebrate the inclusive nature of our school as well as end of year activities. Frequently, children whose birthdays occur in the summer celebrate at another time. Please remember that Early Childhood and Lower School food should be nut free as these are allergen aware areas. All treats must be labeled with the ingredients. No home baked snacks are allowed for the dietary safety of all students. Even with these restrictions, it is requested you talk to the teacher in advance so that other special dietary needs and restrictions are considered.

INTERNATIONAL STUDENTS

Roycemore is pleased to work with families from outside the United States in order to host international students. International students are expected to follow all of the guidelines and policies outlined in this handbook, along with the following additional policies:

- Any international student the school feels is in need of extra support, must work with an English language tutor for the first year. This tutor is not provided by the school, and families must make their own arrangements and pay for the tutor on their own.

- Students must live with a host family through a recognized agency partner, or with a family member in the Chicagoland area per our International Student Policy. The student must live with this family full time while enrolled at Roycemore, regardless of the student's age. It is the responsibility of the student and their family to keep the school informed with up to date contact information for the host family. A student who is found not to be living with the host family may be dismissed from Roycemore. Roycemore does not arrange host family stays, and reserves the right to not approve of a home stay arrangement.
- When an international student reaches their 18th birthday, they are required to sign a "Roycemore Student Affirmation of Continued Residency and Authorization for Release of Education Records and Information" form, indicating that they will continue to live with their host family / Legal Custodian full time until they graduate or otherwise complete their studies at Roycemore School, and authorizing Roycemore School to release their education records and information contained therein to their Legal Custodian for the purpose of keeping them informed about their education at Roycemore School. This consent may be revoked in writing.
- Students in grade 7 and below must live with one or both legal parents while in attendance at Roycemore, unless otherwise approved by the school.
- Students must attend class from the first day of school through the last, and must agree to return promptly from vacation. In addition, in order to maintain status as full-time students, as required by their visas, upper school students must be enrolled in at least five classes at all times.

Questions regarding international student visas should be directed to the Admissions office. Our International Family Liaison is also available to help work with international students and their families - both the host families here in Chicago and those back home.

HEALTH AND STUDENT SAFETY

If a student becomes ill or is injured during the day, the student should report to the respective Division Head. If the Division Head is not available, then the child should go to another teacher in their cohort/ division. If any student exhibits symptoms of communicable illness during the school day, the student will be immediately relocated. Parents will be contacted and expected to pick up the student within 30 minutes. A school official must speak with the family before any student leaves for home. In the Middle and Upper Schools, failure to follow this procedure may result in the absence being recorded as unexcused.

Emergency Cases

In the event that there is an extreme emergency where the wellbeing of the student is at risk, the student will be transported to the closest hospital and the family immediately notified.

Mental Health Emergency

In the event that a student is using language or displaying behavior consistent with suicidal ideation or that indicates a general mental health emergency, the school social worker or school counselor will conduct a risk assessment. The Division Head or their designee will call the parents or designated emergency contact and share that this assessment is taking place. If deemed necessary, the Division Head will ask their child to be picked up immediately. For safety, Roycemore will require that the student undergo an assessment by a licensed practitioner and

the family provide us with written documentation of this assessment in order to return to school. *Students must have explicit administrative approval prior to returning to any school activities after any mental health emergency.* A release of information is requested if students are receiving continuous care after a mental health emergency. A safety plan will be put in place upon return to school.

Medication at School

Prescribed medication must be brought to school in the original container appropriately labeled by the pharmacy. Families must also provide specific directions from the doctor on how medication is to be dispensed and a note from the parent authorizing the school to administer the medicine. The school will not accept or administer medications that are not packaged in the original container with appropriate labeling and do not include instructions from the doctor. Any alteration of prescribed dosage must be expressed in writing from the physician. Students must give medication to the division office for administration, and may not keep it on their person or in their locker for self-administration unless previously discussed with the Division Head.

Over the Counter Medicines

Over the counter medicines must be sent to school in their original packaging, with the manufacturer's label, the student's name written on the packaging, and a note from the parent with specific directions. These may be self-administered or administered by the division office, but self-administration must be approved by the Division Head.

Inhalers and EpiPens

In all divisions, students who require inhalers and EpiPens should keep them with them at all times, and parents must notify the Division Head. Parents may leave a spare in the Divisional office. An action plan must be on file with both the main office and the Division Head. In Lower School, please put the EpiPen in a fanny pack or similar, so the child can easily carry it with him/her.

Allergies

All student allergies should be reported on the appropriate medical form and submitted to the main office at the start of the school year.

Vaccinations

Families will be required to submit proof of up to date vaccinations required for school attendance by the [Illinois Department of Public Health](#). While the COVID-19 vaccine is not required at this time, Roycemore reserves the right to require it in the future. Students who have received the vaccine, are encouraged to submit a copy of their vaccine card to forms@roycemoreschool.org. Students who are fully vaccinated and provide proof of this status will be exempt from quarantine requirements should there be a close contact with a COVID positive individual. Students who choose not to provide proof of their vaccination status will be treated as unvaccinated for purposes of COVID-19 mitigation measures and implementation of quarantine protocols.

EMERGENCY FORMS

Roycemore requires that all students have the Emergency Form on file and updated at the start of every academic year. These forms are available to download on the parent section of the website and should be sent to forms@roycemoreschool.org.

The State of Illinois mandates that all children have a record of physical examinations and immunizations per state guidelines. Forms for these are available on the parent resources page of the school website, and are required to be submitted to Roycemore School by the first day of school of the needed academic year. State law requires that students must have these forms on file in order to be able to attend class.

ILLNESS GUIDELINES

It is the School's expectation that all families will prioritize the health and safety of the community and take actions to reduce the risk of spreading communicable illness. Each day, families must make a commitment to prevent spreading illness. Do not send your student to school if any of the following symptoms are present:

- **Fever (temperature equal to or greater than 100.4 without taking fever reducing medication).**
- **Shortness of breath or difficulty breathing.**
- **Severe Cough**
- **GI symptoms such as nausea, vomiting, or diarrhea.**
- **Bacterial infection (ex: pink eye, strep throat) that is untreated by antibiotics.**

Students who have a contagious condition will not be allowed to attend school until an appropriate medical professional gives permission to do so and the school accepts that permission.

The following are examples of common contagious conditions.

- **COLD:** Symptoms include scratchy throat, runny nose/eyes, fatigue and sneezing. Keep your child at home if they are too tired to function normally at school. Consult their physician if symptoms persist for more than one week, if a fever develops or sputum becomes green or yellow.
- **COVID or other Respiratory Virus:** fever or chills, cough, shortness of breath or difficulty breathing, sore throat, congestion or runny nose, new loss of taste or smell, fatigue, muscle or body aches, headache, nausea or vomiting, diarrhea.
- **FLU:** Sudden onset of fever, chills, sore throat, generalized aching muscles and headache. Cold symptoms are often present. Keep your child at home until the symptoms are gone and they are without a fever (<100.4) for 24 hours *without* the use of fever reducing medications.
- **STREP THROAT:** Fever, sore throat (that may or may not be accompanied by white spots on the tonsils), nausea, swollen glands in the neck. If antibiotics are prescribed following a positive throat culture, your child should remain at home until receiving a full 24 hours of antibiotics and is also fever free for 24 hours. *Antibiotics should be taken as directed until the medication is gone.* Only then is the strep germ completely gone even though your child may be feeling much better after the first few days of the antibiotic.
- **VOMITING AND DIARRHEA:** Stomach ache, cramps, nausea, possible fever, Keep your child at home until without symptoms for 24 hours. If your child has vomiting and/or diarrhea during the night, please keep them at home the following day.
- **PINK EYE:** May affect one or both eyes which may be red, itchy, tearing and have watery or thick drainage and may be sensitive to light. Typically lashes are crusted together upon waking. It may be viral or bacterial. Your child should stay at home until receiving 24

hours of an antibiotic (if prescribed for bacterial infections). If antibiotics are not ordered, the student is still contagious and should be at home until there is no drainage.

- FEVER: A fever is a symptom indicating an illness and can present itself before, during or after other symptoms. Please allow your child to remain at home until they have been without a fever (<100.4) for 24 hours *without* the use of fever reducing medications.
- HEAD LICE : When a child is found to have head lice, parents will be called to inform them and they will be requested to please do the following:
 1. Check every member of the family. Lice are hard to spot, so look for tiny white eggs (nits) on the hair shafts, near the scalp, especially at the nape of the neck and behind the ears. Head lice are small, wingless, grayish-tan insects. Any family member with lice or nits must be treated.
 2. Use an effective head lice treatment. (Avoid using regular shampoo for two days after treatment.)
 3. Remove all nits. Gently comb the child's hair with the special nit removal comb provided with most lice treatment products.
 4. Wash clothes, bed linens, and towels. Use hot water then dry on the hot cycle for at least 20 minutes, also dry on the hot cycle. Items such as stuffed animals, headphones and hats that are not machine washable must be dry-cleaned or stored at room temperature in a tightly sealed plastic bag for two weeks.
 5. Soak combs, brushes, etc., in boiling water for five to ten minutes.
 6. Vacuum everywhere.

PARENTS AS PARTNERS

Roycemore School believes the quality of education a young person receives is dependent upon the school environment as well as the home environment. If the expectations are consistent in and out of school, the student will develop more rapidly and with more self-confidence. With this in mind, Roycemore invites, and expects, parental involvement in the school community. The best interest of students should always be the primary concern of parents and educators. In order to avoid conflicts and misunderstandings that result in confused messages to students, Roycemore has structured the school community to help ensure open lines of communication among faculty, students, and parents.

The faculty and administration sincerely appreciate the long tradition of parental support, including volunteerism, philanthropy and team problem solving. Parents need to know that their views concerning the welfare of their own children in particular, and the school in general, are always welcome.

At Roycemore, all members of the adult community strive to treat one another with respect, avoid harmful speech and gossip, build mutual trust, and work in partnership toward constructive outcomes. If concerns remain, it is then appropriate to contact the Division Head, and ultimately the Head of School.

Roycemore expects all parents to participate in Curriculum Night and Parent-Teacher or Student-Led Conferences as these events are very important. Each division of the school will

have other events that parents will be invited to attend, such as the Athletics and Activities Awards Assemblies in the Middle/Upper Schools and Lower School Culmination Night.

Parents are expected to attend the regularly scheduled student-led conferences, which take place twice a year. When conferences are scheduled during regular school hours, classes do not meet and the Extended Day Program is not available. The exact days of the conferences are listed on the online calendar.

Additional conferences can be scheduled at any time during the year. These may be initiated by either the parent or the school. Arrangements should be made by calling the classroom teacher, advisor, or the appropriate Division Head. Please feel free to email teachers at school during regular hours or contact them by telephone. Your messages will be returned within 1 business day, but usually much earlier.

Roycemore follows all court orders in regards to separated or divorced parents. This includes access to student records, communication with school officials, and visitation on campus. Roycemore asks that copies of any and all documents pertaining to parent rights, including divorce rulings, be shared with the appropriate Division Head so that Roycemore can best ensure these orders are followed. Such documents will be kept private, aside from the relevant information needed by other members of the faculty and administration.

FAMILY CODE OF CONDUCT

Parents play a formative role in the development of their child's sense of justice, equity, and the dignity and worth of all human beings. As one of the most influential role models in a child's life, parents at Roycemore School lead by example. Roycemore expects parents, guardians, family members and visitors to:

- Respect the caring ethos and values of our school.
- Understand that both teachers and parents need to work together for the benefit of their children.
- Demonstrate that all members of the school community should be treated with respect and therefore set a good example in their own speech and behavior.
- Seek to clarify a child's version of events with the school's view in order to bring about a peaceful solution to any issue.
- Correct your own child's behavior especially where it could otherwise lead to conflict, aggressive behavior or unsafe behavior.
- Approach the school to help resolve any issues of concern before public criticism.
- Know school and classroom rules and help your children understand and abide by them.
- Convey to your children a supportive attitude toward education and the school.
- Inform school officials of changes in the home situation that may affect student conduct or performance.
- Insist your children be dressed appropriately for the day, whatever the weather.
- Resolve issues through calm dialogue between the parties directly involved while respecting the dignity of others.
- Bring to the attention of school authorities any problem or condition which affects your child or other children of the school community.

In order to support a peaceful and safe school environment at school Roycemore cannot tolerate

the following:

- Disruptive behavior which interferes or threatens to interfere with the operation of a classroom, an employee's office, office area or any other area of the school grounds.
- Abusive, threatening, profane or harassing communication, either in person, by e-mail or text/voicemail/phone or other written or verbal communication.
- Threatening or using physical aggression toward any adult or child.
- Excessive unscheduled campus visits, e-mails, text/voicemail/phone messages whether written or oral.
- Defamatory, offensive or derogatory comments regarding the school or school staff made publicly to others including via social media.
- Distribution or display of materials on school grounds or at school functions that are obscene, advocate illegal action, appear libelous, obstruct the rights of others, or are disruptive to the school program.
- Violate any federal or state statute, local ordinance or board policy while on school property or while at a school function, including any actions with an intention or effect of intimidating, harassing, or discriminating against any person on the basis of race, color, creed, national origin, religion, age, gender, sexual orientation or disability.
- Use of the school family directory for any purpose, including commercial, financial, personal, or political gain, that is not in accordance with our Family Code of Conduct.

Roycemore trusts that members of the Roycemore community will assist our school with the implementation of this policy and Roycemore thanks you for your continuing support of the school. Any individual who acts in an unacceptable manner (i.e. gross disrespect, threatening, or causing disruption to professional or academic climate) towards any staff member or student may be banned from the school for the duration of the school year. In addition such behavior may constitute grounds for dismissal of a student from school. The Head of School has the authority to determine when this consequence is appropriate.

THE ROYCEMORE FAMILY ASSOCIATION

The Roycemore Family Association (RFA) at Roycemore school encompasses many facets of volunteerism at Roycemore. The RFA includes:

- Roycemore Family Association Chairs
- Roycemore Family Association Class Representative
- Parent Ambassadors
- Parent Admissions Team
- Parent Annual Fund Captains
- Roycemore Scholarship Fundraiser Committee

Job Descriptions for each set are below.

Roycemore Family Association Chairs

Roycemore Family Association Chairs provide leadership to the RFA. The chairs will be representative of one or more persons from each division of the school, Early Childhood, Lower School, Middle School and Upper School who will work together to create all school events, coordinate volunteerism, conduct divisional social gatherings and communicate with the Roycemore community.

Roycemore Family Association Class Representatives

The Class Representative is the “Class Rep” and directly assists the teacher in the classroom with field trips, social events and classroom activities. The Class Rep will be called upon to distribute information regarding these events. Class representatives are also responsible for coordinating the creation, purchase of supplies and finishing of the class gift to be presented at the Annual Scholarship Dinner and Auction.

RFA Ambassadors

RFA Ambassadors are the first to be called on for volunteer activities. Additionally, RFA Ambassadors are recruited to and encouraged to become a welcome wagon for new families, touching base throughout the year to help new families acclimate to the Roycemore community.

RFA Admission Ambassadors

RFA Admission Ambassadors are called on for Admission Mornings, Tours, School Fairs. They have been trained by the Director of Enrollment to give robust tours when possible on campus, answer questions and talk about their experiences at Roycemore.

Busy Schedule, but want to help? General Volunteer Opportunities

All Roycemore Families are encouraged to volunteer. Many volunteer opportunities will be published in a general call for volunteers to the community of parents, guardians, and grandparents.

Volunteer Requirements

- All Volunteers must have their ID run through our Raptor identification system.
- All Volunteers must ensure that their emergency contact information is updated in the Veracross System.
- All volunteers who work in the Annual Fund, Phonathon, and Auction must sign a confidentiality agreement.

All volunteers who will spend an overnight with students must also be fingerprinted and cleared before attending an overnight field experience.

BUSINESS OFFICE AND ADMISSIONS

RE-ENROLLMENT

Re-enrollment at Roycemore is automatic and students are promoted to the next grade **when** he or she has satisfactorily met the expectations of their current grade, when Roycemore feels the school can continue to meet that student’s needs, and when the behavior and attitude of the student and family are consistent with school policy, mission, core values, and philosophy.

Re-enrollment decisions begin after the first semester by the administration. Re-enrollment for current students is managed by the Director of Enrollment. Enrollment contracts will be sent to returning students only if all financial obligations are current and there are no concerns regarding academic performance or behavior. Families must **opt out** by the indicated due date in order to not be billed tuition for the following school year.

Roycemore reserves the right to withdraw a contract as a result of a new significant behavioral or academic issue prior to the start of the next school year. Re-enrollment contracts may be held temporarily pending further evaluation or resolution of any existing academic, behavioral, or financial issues. Final decisions on these held contracts are typically made at the conclusion of the school year.

In some cases, it may be determined that it is not appropriate for a student to continue at Roycemore. This difficult conclusion is only reached after careful consideration. While parents are involved in the process, Roycemore makes the ultimate decision regarding re-enrollment offers. Roycemore reserves the right to not offer a re-enrollment contract for a student if the parents have been uncooperative or if their actions have in any way undermined the school or its teachers.

ACCESS & AFFORDABILITY: FINANCIAL AID

All families beginning in Kindergarten are eligible to apply for need-based financial aid via [Clarity](#). This support is offered for families who might not otherwise be able to consider Roycemore as an option. Applications must be completed annually in order to be eligible for the coming year's financial aid awards. Financial aid awarded in any given year is not a guarantee of continued financial aid in future years, however, the school will make every effort to provide continued support to families who demonstrate ongoing, qualifying need.

Families may apply for financial aid online. Determination of financial aid awards is made by the Access and Affordability committee with final approval from the Head of School, and this committee's decision is separate from a decision of enrollment.

PAYMENT OF TUITION AND FEES

Roycemore School offers families a number of options for paying tuition: 1) early payment with discount; 2) annual payment in full; 3) two payments; and 4) monthly payments. Regardless of payment type, it is the expectation that by the end of an academic year, the student account balance will be paid in full.

Tuition and fees are billed via our online payment system called Veracross. Should families fail to make a payment on the scheduled due date, their account will be assessed a late fee according to the terms on the enrollment contract.

During the course of the academic year, there likely will be additional costs incurred by your student that will be billed directly by Roycemore. These include, but are not limited to: field trips, advanced placement exam fees, January Short Term fees, additional books, and services not covered in the initial contract. These additional charges will be billed via Veracross accounts.

Notwithstanding the cancellation or abridgment of any academic year, specific classes, administrative services, or school functions, and notwithstanding the implementation or termination of a remote learning plan, tuition and fees paid are not prorated or refundable, except in the sole discretion of the School.

Roycemore School depends on tuition payments being made on schedule and in full. For this reason, a student will not be allowed to re-enroll for the coming year, and final grade reports and transcripts will not be released if an account is in arrears.

Roycemore retains the right to turn over student accounts that are in arrears to third party collection agencies to recover unpaid funds. Questions about financial matters should be directed to the Business Office.

GENERAL SCHOOL POLICIES

PUBLIC RELATIONS, COMMUNICATIONS, AND PHOTOGRAPHY POLICY

Public relations and communications are important tools for promoting the school to the broader community, as well as keeping our own families informed. Roycemore School highlights the activities of the school, our students, and staff in a variety of ways, including the school's website, weekly e-newsletter, official social media outlets, Newsletters, brochures and other print publications, admissions outreach materials and fundraising efforts, and occasionally with local or national news media.

In promoting the school, Roycemore School may use students' names, images and samples of work. These might include photographs, video/audio recordings, quotations, student writing, and artwork. These images are used solely for celebration, public relations, and education about the school's mission and purpose. Students whose families do not consent must complete a media opt-out form, and will be placed on a "Media Consent Denied" list that is shared with school staff and administrators. Please note: for students on the "Media Consent Denied" list, this means that if an administrator or staff member go into a classroom or to an event or activity to take photos, Roycemore will ask your student to step out of the photo. This may include official class photos, (i.e. graduation photos). If you choose to NOT grant photo permission, please discuss this with your child/ren (if they are old enough to understand) so they know to not partake in group photos in the classroom, gym, playground, field experiences, etc. Please know that in all of our digital communications, students are rarely identified by name and if so, only by first name and the first initial of their last name (e.g., John D.). Full names may be used in print publications when referring to awards and special recognition.

If parents have good news about their student's accomplishments outside of school that they would like to share, they may contact the Marketing and Communications Manager, hruane@roycemoreschool.org.

BACKGROUND CHECKS

All Roycemore employees are subject to a Criminal History Record Check.

EARLY CHILDHOOD INDEPENDENT RESTROOM USE PROTOCOL

Purpose

Our youngest learners come to us as being potty trained, per the expectation of admittance to Roycemore School. That being said, with a student centered approach, Roycemore School

recognizes the developmental needs of students as they engage in their school journey. For our youngest students, learning to be in school, with a specific routine, in a new environment, with new peers and adults, can cause disruption to what were established routines at home.

Roycemore believes in working with students, in all areas of their development, to support them and their families in ways that begin to promote independence and success in their classroom spaces.

Roycemore acknowledges that our youngest learners will have accidents at school and that the teaching faculty is responsible for sharing about the incidents with home and taking appropriate steps to keep our learning spaces clean as appropriate, along with the building maintenance staff.

Why do children have to be potty trained at Roycemore School?

All preschoolers must be potty trained to attend Roycemore School. Children must wear underwear with very few accidents. A child having accidents daily is not considered potty trained. Please note that a child wearing pull-ups is not considered to be potty trained. Pull-ups are not allowed at Roycemore School.

What does it mean to be potty trained at Roycemore School?

There are strict health standards for changing and cleaning wet or soiled items. The classrooms are not equipped for excessive accidents where faculty and staff are needed to support clothing changes. When one teacher is changing a child's soiled clothing, it is taking them away from the learning time and supervision needed for all children in the class.

A potty trained child is a child who can do the following:

- Communicate to teachers when they need to go to the restroom before they need to go.
- Stops what they are doing to go and use the bathroom.
- Pull down their clothes and get them back up without assistance.
- Wipe themselves after using the toilet.
- Get on/off the toilet by themselves.
- Wash and dry hands.

Throughout the day, teachers have scheduled times when children must use the bathroom (arrival, after a special class, before/during mid morning snack, before afternoon recess, before rest time, and after rest time). A teacher will monitor children as needed in the bathroom, but children should be able to use the bathroom independently.

At the beginning of the school year, Roycemore anticipates that children will have potty training setbacks as they adjust to a new learning environment. All preschoolers attending Roycemore School must keep an extra set of clothes in their cubbies throughout the school year.

EISNER SCHOLARSHIP

As a world-renowned economist, Robert Eisner advised presidents, governments and the educational community. He was a long-time supporter and benefactor of Roycemore School, and the Robert Eisner Distinguished Scholar Program was established in his memory.

Roycemore awards one or more new full tuition scholarships each year, based on a student's demonstrated academic achievement and outstanding leadership abilities. The scholarship is

renewed for each subsequent year as long as the student maintains a 3.0 grade point average and contributes positively to the school community. Students entering grades 9 or 10 in the upcoming year may apply. Award winners are selected by an independent committee and approved and announced by the Head of School in late January or early February. The application packet is available on our website, with completed application packets due early December. Details can be found on the Roycemore School website at [Robert Eisner Scholarship](#).

All Eisner Scholar applicants must score at the 70th percentile or better on either the total math or the total verbal section of the ISEE, SSAT, or another nationally-normed standardized test. Finalists will be invited to return to Roycemore for personal interviews with committee members.

LOCKERS

All students in the Middle School and Upper School have assigned lockers. Students are expected to keep their personal belongings: backpacks, lunch boxes, coats, etc. in their lockers and not in public spaces or carried with them throughout the day. Lockers are school property on loan to students. Damage to lockers will result in parents being charged for repairs. The school will require periodic locker cleanout. Lockers are subject to search by school administrators. The school is not responsible for the contents of a student's locker. Students should not keep valuables - including electronic devices, jewelry, or cash - in their lockers at any time. Any student who is found to be accessing or attempting to access another student's locker is subject to discipline.

LOST AND FOUND

"Lost and Found" is located at the bottom of the main central stairwell. The bins will be emptied at the end of each quarter and unidentified contents will be donated to charity. Please make sure to label any article of clothing that may be removed throughout the school day, as well as other belongings so as to facilitate their being returned. Valuable items that are found, such as jewelry, calculators, cell phones, tablets, etc., will be turned into the Division Head's office.

SECURITY DRILLS

Roycemore School holds drills throughout the year in order to accustom students to the proper procedures in the event of an emergency. School drills include, but are not limited to, drills for fire, tornado, shelter in place, and school evacuation. While some drills will be announced in advance, others will be surprise drills. Students are expected to silently follow all directions during a drill.

STUDENT RECORDS

Roycemore maintains cumulative educational records for each enrolled student. These records include all data that is collected concerning a student's educational progress. The records are updated at the conclusion of each school year. Parents/legal guardians may review the contents of the cumulative record by making an appointment with the Division Head. The school does request educational records and/or transcripts from a student's former school and will forward a Roycemore student's educational records and/or transcripts to other schools when provided with

written authorization to do so. In order for Roycemore to release any student records, including transcripts, a family's account with the Business Office must be cleared.

VISITORS TO CAMPUS

To ensure the safety of our students, visitors must present a valid government-issued ID and be cleared through a security check prior to receiving a badge. The visitor management system checks the visitor's name and date of birth for comparison with a national database of registered sex offenders. No other data from the ID is gathered or recorded and the information is not shared with any outside agency. Once entry is approved, visitors are issued a badge with their name and photo, the date, and the purpose of their visit. Visitor badges must be worn prominently while on campus and visitors are asked to check out upon completing their visit.

A visitor's badge will not be necessary for those who visit our school simply to drop off an item or pick up paperwork. For group or community events where large numbers of visitors converge on campus- for example, project shares, theatre performances, athletic events, Grandparents Day, Curriculum Night, etc.- guests are not required to present a photo ID.

For visitors under the age of 18, parents must make a request for visitation with the Division Head at least two days prior to the visit. On the day of the visit, the student visitor must sign in and out at the front desk and wear the visitor badge while on campus. Host students are responsible for ensuring that the visiting student complies with all school policies and expectations. The school reserves the right to restrict visiting privileges on certain days based on school activities, or to specific adults or students who are considered possible distractors to the educational environment. Roycemore is private property, and any visitors may be asked to leave the school if an issue occurs.

FUNDRAISING

Annual Giving, Capital Campaigns, and the Scholarship Fundraiser play vital roles in ensuring the successful operation of the school. Tuition alone cannot keep Roycemore operating and advancing. Unrestricted gifts to the school, which are tax-deductible, are essential. Each enrolled Roycemore family is encouraged to participate to the extent of their ability.

Roycemore has a policy that parents or representatives are not to solicit money for teacher gifts. This includes any parents soliciting other parents for group gifts for classroom teachers. A \$20 membership fee in the Roycemore Family Association (RFA) is included in tuition. These funds are used for Teacher Appreciation Week and other functions as decided by the RFA chairs in support of the school, its faculty and staff and programming. There may be other opportunities that will be income producing throughout the year initiated by the RFA but will never result in a direct solicitation of funds.

In an effort to minimize the number of times parents are asked to help fund the many good causes at Roycemore, all solicitations must be cleared by the Advancement Office. This includes any fundraising events including sale of spirit wear, baked goods or other typical activities in a school environment. Parents who receive a solicitation from individuals who are not in an official volunteer role are encouraged to notify the appropriate Division Head, Head of School and/or the Director of Community Engagement.

Parents can expect to be asked to contribute to the following school-wide functions that serve to build a stronger school:

- Annual Fund
- Annual Scholarship Fundraiser
- Capital Campaigns as appropriate

The following school activities are optional and have participation fees. Some that parents can expect include:

- RFA Community events
- Select After-School Activities
- Middle and Upper School Social Outings
- School Dances
- Yearbook Ads

All requests for fundraising projects must be submitted to the Advancement Office for approval prior to any advertisements in the community.

The Whistleblower Policy below, approved by the Roycemore School Board of Trustees, details procedures for community members to adhere to.

ROYCEMORE SCHOOL WHISTLEBLOWER POLICY

The Sarbanes Oxley Act of 2002 requires that business organizations adopt a policy and a mechanism for employees to report illegal or fraudulent activities without fear of reprisal. Even though this provision is not mandatory for Not-For-Profit organizations such as Roycemore School, Roycemore School wishes to operate in a legal, ethical manner and has voluntarily decided to adopt a whistleblower policy and a reporting mechanism. Trustees, administrators, teachers, all other employees, and volunteers of Roycemore School are expected to practice honesty and integrity in fulfilling their responsibilities and comply with all applicable laws, regulations, and Roycemore School policies.

This policy is intended to encourage and enable each trustee, administrator, teacher, employee, and volunteer of the school to report concerns about illegal or dishonest activity or other misconduct involving the school's financial or business affairs. Such activity may include but is not limited to:

1. Fraud or deliberate misrepresentation in the preparation, review or audit of the school's financial statements;
2. Fraud or deliberate misrepresentation in the recording and maintaining of financial records of the school;
3. Deficiencies in or noncompliance with the school's internal accounting controls;
4. Misrepresentation or false statement regarding a matter contained in the financial records, financial reports, or audit reports of the school; or

5. Theft or flagrant misuse of the school's funds or other assets.

An individual with knowledge or concern about illegal or dishonest financial or business misconduct is encouraged to communicate such concern to his/her immediate supervisor, to the Head of School of Roycemore School, or to the Chair of the Board of Trustees of Roycemore School.

Concerns may be made either verbally or in writing. In order to permit a thorough and complete investigation of the charge, any letter or report should provide as much specific information as possible as to the time, date, and nature of the reported activity, but need not be signed by the employee. Reports of concerns shall be kept confidential to the extent possible, consistent with the need to conduct an adequate investigation.

All reports will be promptly investigated by, or under the direction of, the Executive Committee of the Roycemore School Board of Trustees, and appropriate corrective action will be recommended to the Board of Trustees, if warranted by the investigation.

The Executive Committee of the Roycemore School Board of Trustees has the authority to retain outside legal counsel, accountants, private investigators, or any other resource deemed necessary to conduct a full and complete investigation of the allegations.

Roycemore School strictly prohibits retaliation against any trustee, administrator, teacher, employee, or volunteer who, in good faith, has made a protest or raised a complaint under this policy as to activities of Roycemore School or also the activities of another individual or entity with whom Roycemore School has or had a business relationship, on the basis of a reasonable belief that the practice is in violation of law or regulation or a clear mandate of public policy concerning health, safety, welfare, or protection of the environment.

Roycemore School will not retaliate against any Trustee, administrator, teacher, employee, or volunteer who discloses or threatens to disclose to a supervisor or a public body any activity, policy, or practice of Roycemore School that the employee reasonably believes is in violation of a law, or a rule, or regulation mandated pursuant to law or is in violation of a clear mandate or public policy concerning health, safety, welfare, or protection of the environment.

Trustees, administrators, teachers, other employees, and volunteers who believe they have been retaliated against for making a report under this policy or cooperating in an investigation conducted under this policy should report the retaliation to any member of the Board of Trustees of Roycemore School, the Head of School of Roycemore School, or the investigator (if any) retained by Roycemore School.

The designated Compliance Officer responsible for implementing and enforcing the terms of this policy is the Head of School of Roycemore School. The Alternate Compliance Officer responsible for implementing and enforcing the terms of this policy in the event that any complaint involves the Compliance Officer is the Chair of the Roycemore School Board of Trustees.