



Magellan International School

Colegio Internacional Magallanes

麦哲伦国际学校

STUDENT & PARENT HANDBOOK

updated November 2022

Magellan International School's ("Magellan," "MIS," or the "School") Student & Parent Handbook (the "Handbook") is published and distributed to members of the Magellan community for the purpose of providing information on aspects of student and campus life to help students gain as much as possible from their experience at the School. Students, parents, faculty, administration, and staff should all read and be familiar with the contents of the Handbook so that each member of the community knows and understands our community expectations. While policies in this Handbook will generally apply, the School may take actions that it determines to be in the best interests of the School, its faculty, and its students. This Handbook does not limit the authority of the School to alter, interpret, and implement its rules, policies, and procedures before, during, and after the school year. This Handbook is for informational purposes only. It is not intended to create, nor does it create, a contract or part of a contract in any way, including, but not limited to, between Magellan and any parent, guardian, or student affiliated with or attending the School. Magellan may, in its sole discretion, add, revise, and/or delete School policies before, during, and after the school year.

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PARENT AND STUDENT ACKNOWLEDGEMENT

By signing the Enrollment Contract, families confirm that they have received, reviewed and familiarized themselves with the contents of this Student and Parent Handbook and agreed to abide by the School's policies and procedures, as outlined in this Handbook.

This Handbook is for informational purposes only, and is only meant to be used by those affiliated with the School community. It is not intended to create, nor does it create, a contract or part of a contract in any way, including, but not limited to, between the School and any parent, guardian, or student affiliated with or attending the School.

WELCOME FROM THE HEAD OF SCHOOL

Dear Parents and Students,

On behalf of Magellan International School, we are excited to have you as part of our community! We have prepared this Handbook to help you get acquainted with our School policies and procedures. I encourage you to read this guide carefully. As part of the Enrollment Agreement, you acknowledge that you have read and are in agreement with the information outlined in this Handbook.

Please do not hesitate to reach out to me or any member of the Administrative team should you have questions or concerns.

Cordially,

A handwritten signature in black ink that reads "Scott C. Hibbard". The signature is written in a cursive style with a light grey background behind it.

Scott Hibbard

Head of School

ADMINISTRATION INFORMATION

Magellan's Leadership Team is comprised of:

Head of School	Scott Hibbard
Head of Middle School	Andrew Ienuso
Head of Primary School	Sagrario Arguelles
Director of Advancement	Allison Brubaker
Director of Finance	Julie Blahnik-Spotts
Head of Preschool/Primary Years Program Coordinator	Julieta Carrillo
Director of Operations and After School Programs	
Director of Human Resources	Tom Shindell
Director of Admissions	Clayton Smith

Magellan's Administrative Team is comprised of:

Accounting Manager	Sarah Bounds
Payroll & Benefits Specialist	Diana Clark
Maintenance Technician	Roy Eakins
Campus Manager at Chimney Corners (PreSchool)	Alma Irizarry
Campus Manager at Anderson Lane (Primary and Middle School)	Kim Johnson
Marketing & Communications Coordinator	Jenny Jackson
Assistant Director, Admissions	Paige Polishook
School Nurse at Chimney Corners (PreSchool)	Kristen Granados
School Nurse at Anderson Lane (Primary and Middle School)	Deepa Vinodh
After School and Summer Camp Coordinator	

I. INTRODUCTION TO MAGELLAN

Mission: Our mission is to prepare the next generation of innovative, globally minded, culturally curious students who thrive with purpose and will contribute to building a better future for us all.

Vision: To be the preeminent multilingual International Baccalaureate school in the US.

Values:

- We live the attributes of the IB learner profile in all that we do.
- We are individually and collectively committed to developing an abundant, equitable, sustainable, and peaceful world.
- We strive for academic excellence so that we are ready to address the challenges of an increasingly complex world.
- We are open, curious, respectful, conscious, generous, inclusive, supportive, and kind.
- We celebrate diversity in our community and our perspectives.

History of Magellan International School

Magellan was founded by a true innovator and risk-taker who sought a school for his children with a robust curriculum that fostered inquiry and curiosity, Spanish language immersion, and an international community. When his search proved fruitless, he left his high tech job and embarked on a journey to create the school he envisioned. In August of 2009, Magellan opened its doors to 47 preschool students, 7 teachers, and 2 administrators. With skilled school leadership in place, the founder returned to the high tech world. The founding head of school led Magellan until 2018 when the current head, Scott Hibbard, was hired.

In 2012, Magellan went through the rigorous process of becoming a fully accredited International Baccalaureate® School in the Primary Years Programme (PYP), followed by the Middle Years Programme (MYP) in 2016. Magellan also earned both Early Learning and K-8 accreditation from Cognia, the largest accreditation organization in the world, and is a member of the National Association of Independent Schools (NAIS), Texas Private Schools Association, International Spanish Academy, and Texas IB Schools.

Magellan is ultimately driven in all things by its mission **“to prepare the next generation of innovative, globally minded, culturally curious students who thrive with purpose and will contribute to building a better future for us all.”** Magellan believes that this is accomplished through a unique combination of the rich IB curriculum, multilingual proficiency, design thinking, and a global outlook.

Non-Discrimination Policy

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

Diversity and Inclusion Statement

At Magellan, we strive to create an inclusive environment that values the experience, perspective, and contributions of all employees, applicants, students, and families, thus creating a very diverse environment. At Magellan, respect for diverse backgrounds and ideas are crucial to academic excellence. As a result, Magellan seeks to foster an inclusive environment where the individual differences among us are understood, respected, and recognized as a source of strength that enriches our school. In order to further the goals of diversity and inclusion, Magellan will engage in a series of diversity initiatives to attract, retain, and develop the best talent for our school.

Accreditation

In 2012, Magellan went through the rigorous process of becoming a fully accredited International Baccalaureate® School in the Primary Years Programme (PYP), followed by the Middle Years Programme (MYP) in 2016. Magellan also earned both Early Learning and K-8 accreditation from Cognia, the largest accreditation organization in the world, and is a member of the National Association of Independent Schools (NAIS), Texas Private Schools Association, International Spanish Academy, and Texas IB Schools.



Governance

The School is governed by a self-perpetuating Board of Trustees. It is the responsibility of this body to plan, develop, and establish policy and to assess the performance of the School consistent with the School's mission, vision, values and philosophy. The Board of Trustees is responsible for the selection of the Head of School and works in close collaboration with the Head of School, though the Head of School is responsible for the implementation of policy and the day-to-day operations of the School.

For a list of the School's current Trustees, visit our website: <https://www.magellanschool.org/learn-more/leadership>.

II. DAILY LIFE

School Day Schedule

Grade Level	Location	Start and End Times
PP3 - PP4	Chimney Corners	8:30 am to 3:00 pm
Kindergarten - Grade 5	Anderson Lane	8:10 am to 3:20 pm
Grades 6 - 8	Anderson Lane	Monday: 8:10 am to 3:20 pm Tue - Fri: 8:10 am to 4:10 pm

Lead Teachers and Advisors

In Preschool and Primary, lead teachers are the members of our community who interact the most with their assigned students and families. Communications with parents about student life and development are primarily handled by the lead teacher.

In Middle School, a subject teacher is assigned as an advisor to each class. Advisors see their students in this capacity once or twice per week as scheduled. Advisory periods are flexible and primarily used for school life announcements, independent learning, social and emotional / human development workshops, and community service projects. Communication between parents and the Middle School advisor is primarily focused on attendance matters (notifications of absences, lateness, early departures).

School Meetings and Assemblies

School assemblies are sometimes held for students to engage and learn from visiting speakers, performers, or cultural celebrations. Every student is expected to arrive at assembly promptly and to exemplify mature, supportive, and appropriate audience behavior throughout the assembly.

Announcements & Information

Announcements and information are delivered and offered through the school's communication platforms: emails, website, and portal.

Religious and Cultural Observances

If a family celebrates a holiday for which a student will miss school for religious observance and worship, the family/student is asked to contact the teachers at least one week in advance to coordinate appropriate support for the student. As a general practice, teachers try to avoid scheduling major activities, assignments, or assessments on religious holidays. Long-term assignments (assignments scheduled before the day immediately preceding a holiday and due on a day other than the day immediately following a holiday) may be assigned.

After School Care (ASC)

ASC is an after school program available to all students at both campuses. The program is available in 5-day/week and 3-day/week options, and also as a daily drop-in, based upon availability. ASC is independent of tuition and fees and is billed through TADS. Discounts are available to families that choose to prepay ASC fees.

Families may opt in or out of the program on a monthly basis depending on their needs. Students will be re-enrolled automatically for subsequent months unless a termination date is indicated 10 days prior to the first of the month. For more information about ASC and to sign up, please visit the [After School Care & Activities](#) page on the School's website.

When the school day is over, primary classroom teachers walk ASC students to their designated ASC classroom. Middle school students walk independently to the designated ASC classroom, unless otherwise agreed to by parents and school. Classes are organized based on age and class size, so space is limited. The students enjoy supervised time for snack, play, creative projects, story-time, and homework.

After School Care Grade	Location	Start and End Times
PP3-PP4	Chimney Corners	3:00 pm to 6:00 pm
Kindergarten - Grade 5	Anderson Lane	3:20 pm to 6:00 pm
Grades 6 - 8	Anderson Lane	4:00 pm to 6:00 pm

After School Activities and Magellan Student Clubs

Magellan offers a variety of after school activities and school clubs for student development. Activities will vary from year to year depending on volunteers, resources, and other considerations. To sign up for afterschool activities and clubs and see current offerings see [After School Care & Activities](#) page online.

Inclement Weather & School Closures

Magellan generally follows Austin Independent School District (AISD) decisions regarding school closure, late start, or early release due to inclement weather or emergencies. Parents will receive communication from Magellan about school closures, late starts, or early release via SMS messaging and email.

Early Drop-Off

Students may arrive on campus for early drop-off as early as 7:30 a.m. Students can read, play quiet games, color, write, etc. before the school day begins. There is an additional fee for early drop-off.

Drop-Off and Arrivals

Chimney Corners (PP3-PP4)

The carline drop-off points are:

- PP3 and PP4-D students will use the side gate entrance (marked "PP3 Gate").
- PP4 students will use the side gate entrance closest to the Goodwill parking lot (marked "PP4 Gate").

Please refer to the PP3 & PP4 Car Line map issued by the school at the start of the school year. Arrival and drop-off times are staggered to avoid congestion (families with children in both grades can drop off during either timeframe):

- PP4 - 8:00 - 8:15 am
- PP3 - 8:15 - 8:30 am

Staff will accompany students into the building, as necessary.

Anderson Lane (Kindergarten - grade 5)

The carline drop-off points for students are determined on a year to year basis. Please refer to the K-5th Grade Car Line map issued by the school at the start of the school year. Families with multiple children should drop all students off at the appropriate location for the youngest child in the household. Older children will be directed to their classroom.

Drop-off time will be from 7:45 to 8:05 am. Staff will accompany younger students into the building, as necessary.

Middle School (Grades 6 - 8)

Students should be dropped off on the east side of the Middle School building (near the crosswalk). Please refer to the Car Line map issued by the school at the start of the school year. Drop-off time will be from 7:50 to 8:05 am.

Late Arrivals

Late arrivals at all campuses will enter through the main entrance.

Departure Procedures

Each section requires slightly different protocols that vary depending on current health and distancing protocols as well as on location of the final class and changing traffic patterns in Austin. Please refer to the Car Line map issued by the school at the start of the school year. Preschool and Primary students staying after school are escorted to the appropriate After School Care, Athletics, or vendor program. Middle school students walk independently to these locations unless otherwise coordinated.

Pick-Up times are:

- PP3 & PP4: 3:00 - 3:15 pm
- Kinder - Grade 5: - 3:20 - 3:35 pm
- Grades 6 - 8: 3:20 - 3:30 pm (Monday) 4:10 - 4:20 pm (Tuesday - Friday)

Early Departure

If a student must depart school early, please notify the student's teacher(s) and the front desk staff the day prior. At the time of early departure, parents must sign the student out of school at the front desk.

Note: we recommend avoiding early pick up between 2:50 and 3:10 pm due to high traffic density created by carlines.

Late Pick-Up

Students who are picked up after the carlines have closed go to After School Care. There is a 15-minute grace period after which parents will be charged \$35.00 for a late pick-up fee (i.e., Drop In Care rate for ASC). If a parent is consistently unable to pick up a student on time, the parent should register the child for ASC if it is available or make alternative arrangements for pick-up.

Release of Children

All parents of enrolled students can specifically name all persons authorized to collect their child ("Authorized Drivers") in Join Our Class. This information can be modified by the parent/guardian as needed throughout the year in JOC. Information must include the person's full name, phone number, relationship to student, Driver's License number, or photo ID issued by an official government office.

If a one-time exception should be made to let someone other than the parent/guardian or authorized Drivers pick up the students, parents must notify the lead teacher via email and copy frontdesk@magellanschool.org. This email should include the full name of the person collecting the child, the phone number, and Driver's License number if the person collecting the child is not a Magellan parent. The person picking up the student will be required to drive up to the front of campus and call the front desk or pick up a student through a car line. If the individual is not a Magellan parent, the individual must show a current Driver's License or government-issued photo ID matching the name and Driver's License number in the email before the student is released to them.

To permanently add a Driver, please add the required information to the student's profile in Join Our Class.

Rideshare Services

Parents should be aware that many rideshare companies, such as Uber, have policies that prohibit transporting unaccompanied minors. The School prohibits the use of these services by students, and will not take responsibility for calling car services for students.

Visitors to Campus

Visitors must sign in using the electronic School Check-In system at the reception desk. They will then proceed straight to the area of the School they are authorized to visit.

After the appointment, visitors must sign out at the front desk and exit through the main entry/exit door of the campus.

Animals on Campus

Magellan has established this policy (a) to ensure a safe, healthy, and pleasant environment for all members of the School community; (b) to clarify the obligations of animal owners who choose to bring their animal(s) to campus; and (c) to strike a reasonable balance between the interests of animal owners and the interests of others.

Animals, even if leashed, are not allowed inside of Magellan's campuses at any time of the day. This extends to Playground Areas and Anderson Lane Sports Court. Bona fide service dogs are exempt from this policy. Animals may not be left in cars unattended on School Property during any time of the day. If animals do join during pick-up or drop-off, they must be leashed, have their Rabies tag up-to-date, and must be cleaned up by the owner if they have an accident on any School Property.

Special permission may be granted to animals who are involved in service learning projects or student presentations. Requests must be submitted to the proper Head of Section with Campus Managers included in requests and safety/health compliances must be met to be approved. Any domestic animal entering a School building must have proof of up-to-date vaccines, including rabies.

Animal owners assume all risks and liabilities present with having their animal on School Property.

School Supplies and Books

School supplies are provided by Magellan for all students.

Middle School Lockers and Valuables

All Middle School students are assigned a locker, for which they are responsible. Students are expected to keep their locker functioning and clean. Students should not share their locker combination with any other student. Students should never open another student's locker. In order to keep locker privileges, students are expected to follow these standards:

- Keep noise to a minimum when using lockers.
 - Close locker doors softly; no slamming locker doors.
 - Use only quiet voices when waiting to access lockers.
- Keep lockers clean and organized.
 - Do not overstuff lockers or it will jam.
 - Keep papers filed in notebooks or folders.
 - Keep liquids secured in appropriate containers so they do not spill.
 - Decorations must be in the spirit of good taste and judgment (at the discretion of the School) and need to be taken down within two weeks of the end of the school year.
- Lockers may only be accessed at certain times during the day. Students should plan ahead and be aware of what is needed for their classes.
- Never place anything on top of or below the lockers. Items may be confiscated or thrown away.

Snacks & Lunches

Understanding the importance of our physical well-being is part of the International Baccalaureate (IB) learner profile. Magellan recognizes the connection between healthy eating and the ability to learn effectively. The food served in school, physical activity, and education about nutrition and the environment all play an important role in the wellness of our students and staff.

The School will serve one morning snack to students in PP3 and PP4.

Primary and Middle School students should pack a morning snack.

Parents have the option to have lunch catered for their children by an outside vendor when available. The consumption of candy, sodas, caffeinated drinks, and sugary foods (which include juices boxes not made from 100% juice) is not allowed in school. It is expected that students bring nutritious and well-balanced meals and snacks.

We do not allow students to share food due to allergies and other dietary restrictions.

Lost and Found

Please be sure to mark students' clothes with the student's name in indelible ink or with sewn-on labels. All unmarked clothing will be put into the lost and found box. Anything left unclaimed past a two-week period will be donated to charity or used at the staff's discretion.

Gift Giving

Gifts from individual families to teachers are in no way required or expected.

Gift giving among students at school can lead to both awkwardness and hurt feelings. We discourage students from exchanging gifts at school, and if students choose to do so, it should be done as privately as is possible.

III. ACADEMIC PROGRAM

International Baccalaureate Organization

The School follows the curriculum framework established by the Primary Years Program (PYP) and the Middle Years Program (MYP) of the International Baccalaureate Organization (IBO). These are internationally recognized pedagogical programs which focus on the development of the whole child. For more information, please visit the following websites:

- International Baccalaureate
- IB PYP Programme
- IB MYP Programme

The IB views academic, emotional, physical, and social growth as interdependent, equally important aspects of Preschool, Primary, and Middle School education.

Primary Years Program (PYP)

The PYP (PP3 through Fifth Grade) promotes the active construction of knowledge through concept-driven inquiry, striking a balance between a transdisciplinary program of inquiry and single disciplines. At Magellan, our teachers promote this construction of knowledge by developing Units of Inquiry: four (4) units per year for Pre-Primary and Kindergarten and six (6) units per year for first grade onwards. These Units of Inquiry emphasize key concepts such as: form, function, causation, change, connection, perspective, and responsibility. These concepts are taught through transdisciplinary themes (sharing the planet; who we are; where we are in place and time; how we express ourselves; how the world works; and how we organize ourselves).

One of the major goals of the PYP is to promote international mindedness through the IB learner profile. At Magellan, we are able to take this a step further by implementing a language immersion model of instruction. The following is an approximate instructional time in target language for each grade:

- Pre-Primary (PP3-PP4) - 80% Spanish immersion, 20% English immersion - Plus daily immersion routines such as lunch and transition times
- Kindergarten - 70% Spanish immersion, 30% English immersion
- 1st grade - 70% Spanish immersion, 30 % English immersion
- 2nd grade - 80% Spanish immersion, 20% English immersion
- 3rd grade - 70% Spanish immersion, 20% English immersion, 10% Mandarin immersion
- 4th - 5th grades - 65% Spanish immersion, 25% English immersion, 10% Mandarin immersion

PYP Specialty Classes - English Language Arts, Art (PP3-2), PE, and Innovation (K-5) are taught in English. Music, Library, and Art (3-5) are taught in Spanish.

Middle Years Program (MYP)

The Middle School employs the International Baccalaureate Middle Years Program (MYP) curriculum while also ensuring that curriculum content incorporates key national and state educational standards. Academic subjects are taught by passionate and experienced subject matter experts from around the world. Faculty members collaborate across subjects to create interdisciplinary projects and learning that is centered on inquiry, skills, concepts, contexts, and are student centered.

The MYP has been carefully developed and refined with global input from both educators and academic researchers to address students' intellectual, social, emotional, and physical well-being. Students are encouraged to become creative, critical, and reflective thinkers able to understand and manage the complexities of our world, with the skills and attitudes

they need in order to take responsible action for the future. The emphasis is on intellectual challenge; encouraging students to make connections between their studies in traditional subjects and to the real world. The Middle Years Program fosters the development of skills for communication, intercultural understanding, and global engagement, qualities that we believe are essential for life in the 21st century.

One of the major goals of the MYP is to promote international mindedness through the IB learner profile. At Magellan, we are able to take this a step further by implementing a dual language model of instruction. The following is an approximate instructional time and course breakdown in target languages:

- Courses taught in English - English, Math, Science, P.H.E. (55% of curriculum time)
- Courses taught in Spanish - Spanish, Humanities, Design, Drama, Music, Art (35% of curriculum time)
- Mandarin is offered as a third language once students have achieved Spanish proficiency (10% of curriculum time)

Please note, percentage timings do not include electives (which could be in English or Spanish) nor advisory.

Academic Expectations (MYP)

Students at Magellan are here to learn and grow in multiple ways. The MYP offers students a unique opportunity to do so by interacting with others and ideas in deep and meaningful ways. Student's enthusiastic and collaborative participation during class is crucial to deep learning.

Class expectations (MYP)

Students are expected to:

- bring all needed materials to each class.
- use technology for educational purposes and for the assigned class task.
- listen and participate actively during class discussions.
- use materials wisely.
- come to school with computer fully charged.
- respect others' viewpoints and perspectives.

Failure to follow these guidelines may result in consequences as explained in the School's co-existence and behavioral expectations published below.

Attributes of the IB Learner Profile

The International Baccalaureate® (IB) learner profile describes a broad range of human capacities and responsibilities that go beyond academic success. They imply a commitment to help all members of the School community learn to respect themselves, others, and the world around them.

1. **Inquirers:** We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.
2. **Knowledgeable:** We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.
3. **Thinkers:** We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
4. **Principled:** We act with integrity and honesty, with a strong sense of fairness, justice and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

5. **Open-Minded:** We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.
6. **Caring:** We show empathy, compassion, and respect towards the needs and feelings of others. We have a personal commitment to service, and act to make a positive difference in the lives of others and the world around us.
7. **Risk-Takers:** We approach uncertainty with forethought and determination. We work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.
8. **Communicators:** We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspective of other individuals and groups.
9. **Balanced:** We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.
10. **Reflective:** We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national, and global communities.

Spanish Language Certification

The Diplomas DELE are official qualifications certifying the degree of competence and mastery of Spanish, granted by the Instituto Cervantes on behalf of the Ministry of Education, Culture and Sport of Spain. Eighth graders are invited to take this exam in the spring of their final Middle School year.

Human Development Education

Magellan is committed to providing age-appropriate, medically accurate sexuality education to students. In all interactions related to sexuality (i.e., anatomy, reproduction, hygiene, sexuality, puberty, relationships, etc.) teachers and staff will strive to convey the following values*:

- Self-worth: Every person is entitled to dignity and self-worth and to their own attitudes and beliefs about sexuality.
- Sexual Health: Knowledge about human sexuality is helpful, not harmful. Every person has the right to accurate information about sexuality and to have questions answered.
- Responsibility: We are called to enrich our lives by expressing sexuality in ways that enhance human wholeness and fulfillment and that express love, commitment, delight, and pleasure.
- Justice and Inclusivity: We need to avoid double standards. We believe that people of all ages, sexual identities, races, ethnicities, gender identities and expressions, backgrounds, income levels, physical and mental abilities, and sexual orientations should be equally valued and have equal rights.

**taken from the Our Whole Lives education curriculum*

Teachers and staff will use medically accurate terminology (penis, vulva, buttocks, or bottom) in instruction or assistive situations (i.e., PYP toileting assistance). Comprehensive sexuality education is provided to students in K-8th grades.

Homework

Homework is not a central component of the learning journey in Magellan’s Preschool, Primary or Middle Schools.

Nevertheless, it is gradually encouraged as students move up through the grades serving as a complement or extension to learning or as a tool to catch up with missed or delayed work.

Depending on the unit of study and subject, Middle School students may be assigned homework.

Weekly HW Estimations for Middle School	
Subject	Estimated maximum weekly load
Language and Literature (English)	~ 60 min per week
Language and Literature (Spanish)	~ 60 min per week
Language Acquisition (Mandarin)	~ 45-60 min per week
Maths	~ 20-60 min per week
Sciences	~ 20-60 min per week
Individuals & Societies	~ 20-60 min per week
Other subjects	Occasionally assigned
ESTIMATED Maximum total per week *	6 hours

** Time estimations are calculations based on the standard Magellan learner at that level.*

Please click here for the complete [MIS Homework Policy Revision](#).

Active Studying and Homework Strategies for Students

- **Organize.** Write down assignments, organize school supplies as suggested by teachers, and use a consistent place to carry completed homework to school for every subject. Consider calling a reliable classmate with questions about an assignment.
- **Skim over** any reading assignment before reading it closely.
- **Look it up**, if the definition is unknown!
- **Plan time.** If a teacher has given three weeks to complete an assignment, work on it a little each day. Please do not leave it to the last minute.
- **Learn to outline** and to rely upon it. The outline is a valuable tool for helping organize thoughts and review material.
- **Recite, describe, and explain** aloud the topic in one's own words.
- **From memory**, draw and label a diagram, map, sketch, or chart, and then check the information for accuracy.
- **Write questions** that may be on a quiz and recite the answers aloud. Make a list of important concepts, or write a set of flashcards. Flashcards may be especially helpful in memorizing metric and vocabulary stems, or element symbols.
- **Practice.** Just like sports, students can practice academics, especially math and science problems, or speaking in another language.
- **Enlist family members.** Perhaps parents will learn something new!

Parental Guidance

Parents play a key role in helping students with organization and time management. Of course, students should complete the homework independently so teachers can accurately assess individual academic achievement and needs. The School anticipates that, at times, students will struggle with their homework. Below are a few ways for parents to support the students:

- **Find a steady study spot.** This should be the same spot each day, and if possible, outside the hustle and bustle of family life, with all the necessary materials on hand such as a dictionary, thesaurus, calculator, pencils, paper, graph paper, calendar, etc.
- **Set a time.** Work together to set and live with a definite study time.
- **Diminish distractions.** Television, telephone, family members, etc. can interrupt concentration.
- **Build in a breather.** Breaks can increase productivity. If necessary, use a timer to signal the beginning and the end of a break.
- **Sharpen focus.** Students should develop an awareness of time by estimating how long an assignment will take prior to starting it.
- **Watch for homework overload.** If the student seems to be overloaded, limit the student's time-on-task and encourage the student to talk with or write to the teacher the following morning, explaining the problem.
- **Stick to a regular bedtime.** A good night's sleep enhances school success.

Assessment

Assessment is integral to all teaching and learning. It is central to the International Baccalaureate (IB) goal of thoughtfully and effectively guiding students through the understanding of concepts, the acquisition of knowledge, the mastering of skills, the development of the learner profile attributes and the decision to take responsible action.

The school community must have a clear understanding of what is being assessed, the criteria for success, and the method by which the assessment is made. Active involvement of both students and teachers results in meaningful and accurate assessment.

In keeping with the school's assessment principles and the spirit of the IB, assessment is geared toward progress and improvement, rather than simply documenting student performance. The use of assessment to judge the effectiveness of both teaching and learning processes is essential to allow teachers and students to identify their strengths and areas of growth and the effectiveness of the programs.

Through the use of a variety of assessment strategies and tools, teachers gather and record comprehensive information about student learning. Reporting gives feedback from assessment and describes the progress of student learning.

- A. Progress reports: the purpose of the progress reports is to provide information on student progress. At MIS we send out three progress reports throughout the school year in November, March, and June.
- B. Portfolios: the purpose of student portfolios is to provide both information on the process and an indication of growth throughout the PYP. The portfolio is used to document student progress and achievement. It must contain assessed material, both formative and summative, selected by students and teachers alike.
- C. Conferences: we offer two different types of conferences at MIS. Parent-teacher conferences provide feedback and answer questions about the child's progress and needs. Three way conferences involve the student, the

parent and the teacher. The students are responsible for leading the conference, and also take responsibility for their learning by sharing the process with their parents.

Please continue to the [MIS Assessment Policy](#) for detailed insights into assessment.

Extension and Supplementary Projects and Courses

The School does not customarily award credit for required or enrichment courses. However, for a number of reasons, students may be required to take essential courses during the summer and may elect taking courses throughout the year. In order to receive credit or recognition, they must enroll in a course approved by the administration and the relevant faculty and may be required to take a special school exam. Arrangements and permissions should be secured well in advance.

In certain cases, students passing a course and/or exam can earn credit. Independent of credit, successful completion may mean they have earned the right to be advanced to the next course in the School's curriculum.

The School does recommend summer reading to promote a love of reading and to provide an opportunity for students to explore different literary genres either independently or by reading books in concert with members of their family. Reading lists for students based on grade level are posted in the Library.

Grade Placement and Classroom Assignments

The Head of School, Director of Admissions, and the Heads of Sections and Support Service & Resources are responsible for the placement of students in the appropriate grade level and classroom. In general, our grade level cut off is September 1st meaning that children must be 3 by September 1st to join PP3, 4 by September 1st to join PP4, and so on. In some instances, younger children may be accepted into a grade with the acknowledgement that they may be required to repeat the grade level the following school year.

At the end of each school year, the faculty from each grade collaborate to recommend to the Heads of Section and Support Service & Resources placement for students. This complex process considers student friendships, personalities, learning styles, gender ratios, among other factors. Files of new applicants are also reviewed to determine appropriate class placement for these individual students. Class lists are in no way randomly assigned. Great effort by faculty and staff are put into class placement to provide a safe and supportive learning environment. Starting in Kindergarten, students will have the opportunity to give feedback on who they would like to see in their class by sharing a list of five students with their lead teacher. When circumstances permit, the school will endeavor to place the student with at least one student from their list for the upcoming year.

Class lists are typically finalized and shared with families in mid-August.

Advancement to Next Grade

In order to advance to the next grade, a student must have achieved the goals set by the teachers according to the scope and sequence of Magellan: exit profiles in PP3 to 5th grades and course objectives in Middle School. Parents will be informed of any additional assistance required in or out of school in order to help any at-risk students. Decisions about advancement of students are made in collaboration between parents and the School.

For more information, see [MIS Assessment Policy](#).

Accommodations

The School does not discriminate against qualified applicants or students on the basis of disabilities that may be reasonably accommodated. The School will discuss with families of applicants with known disabilities whether the School will be able to offer their children the appropriate accommodations to help them be successful at the School. The School is committed to ensuring that students with disabilities are provided with equal access to the School's programs and services, in accordance with applicable laws. For students who seek additional support or curricular adjustments, the School requires documentation indicating that the student's disability substantially limits a major life activity. Students who present the School with appropriate documentation of disability will be granted those requested academic accommodations that are supported by the documentation and considered reasonable in this educational setting. Any adjustments to the academic program would be made through an interactive process between the student's family and the Head of School and Section Head. No waivers of academic graduation requirements will be granted.

Even after supportive services and accommodations have been put in place, a student may still not be able to satisfactorily fulfill the School's academic requirements. In such instances, the student's homeroom teacher, advisor, the Head of School, **[insert appropriate roles]**, and/or other support personnel may decide that the accommodations put into place may not suffice to ensure the student's success at the School. At that time, the Head of School and/or **[insert appropriate roles]** will decide whether it is appropriate for the student to remain at the School.

Student Support Resources (SSR)

The Student Support Resources (SSR) team works closely with teachers and parents to provide students with counseling, language learning, social and emotional learning, and intervention services for those with mild to moderate learning disabilities. Counselors and specialists work in a variety of formats including whole class, small groups, and one-on-one. They also offer teacher and parent education. The SSR team is multidisciplinary and includes professionals with expertise working with diverse learners.

Recommended tutoring, enrichment, or therapy sessions should happen after school hours; however, in certain cases, should circumstances allow, the SSR team will help coordinate in-school sessions. These services are provided by outsourced individuals and are paid for by parents.

Further information about tutoring is available on the School's website under the parent resources tab.

Library

The library is available to serve the needs and interests of students, faculty, staff, and families. Students learn to use various library resources within the context of their classes, and teachers are available to assist with research, reference material, and general questions about the library.

Please follow the proper procedures for borrowing library materials as published by the library staff. Families will be held responsible for the cost of lost or unreturned books and materials.

Standardized Testing

As an independent school following the IB curriculum, Magellan is not required to administer the external standardized State of Texas Assessment of Academic Readiness (STAAR) tests. However, our students are evaluated using standardized tests throughout their school journey through external and internal programs, which may include the following assessments:

Assessment	Description	Grades	Timeline
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Benchmarks	Internal	Kinder – 8 th	Early fall, late winter, and late spring*.
Measures of Academic Progress (MAP)	External Computer-adaptive tests that help us determine our student body’s placement in comparison to their peers at other national and international schools. We administer three tests per child: Reading; Language; and Mathematics.	3 rd – 8 th	Fall (for internal benchmarking) and spring**.
Youth Chinese Test (YCT)	External International standardized test of Chinese language proficiency and launched by Confucius Institute-Hanban in order to encourage foreign young students to learn Chinese and improve their Chinese language proficiency.	5 th , 8 th	Early fall, late winter and late spring.
UT High School Credits by Examination	External Opt-in tests for High School credits.	7 th - 8 th	Late spring and summer.
DELE Examinations	External Opt-in tests for Spanish Language Proficiency Certification.	8 th	Late spring

*Internal Benchmarks are scheduled at the teacher’s discretion and as needed for progress monitoring. Kindergarten students are given the benchmarks midyear and end of year.

**MAP test results for individual students are shared with parents in both fall and spring. Comprehensive, School-wide performance is shared with all parents after spring testing.

Graduation

Graduation ceremonies are held upon completion of the PYP and MYP programs. Friends, relatives, and their extended family are invited to join us in celebrating the unique gifts of the graduating students. Graduation is a special, formal occasion. The Graduation date is published in the School calendar. Rarely is the date of Graduation changed. Should this happen, the new date would be announced by the School in the most timely way possible.

IV. COMMUNITY EXPECTATIONS

Code of Conduct

Magellan is an International Baccalaureate school that values the individual as well as the group. The [IB learner profile](#) is our guide for behavior. Magellan holds the expectation that all daily interaction involving adults and students will be marked by the attributes of the IB learner profile, which are posted throughout the School and in each classroom.

Students are expected to use our facilities and materials with respect and treat others kindly. It is our expectation that classrooms will have minimal disruptive behavior because of a consistent policy of encouraging self-discipline. Our staff will help each student understand why Magellan has these expectations.

All classes will work together in the creation and use of Essential Agreements, which will incorporate the attributes of the IB learner profile.

Respectful and Healthy Relationships

The School is committed to providing a safe and healthy learning environment for all members of its community. Such an environment precludes behaviors that are disrespectful of, and physically and/or emotionally harmful to, others. All members of the School community play important roles in maintaining these standards and intervening, as appropriate, when they witness or otherwise become aware of behavior that conflicts with community standards.

Awareness and acceptance of individual identity are central tenets of the School. The School expects all members of the School community to treat others with civility, respect, and dignity and to interact (whether in person or electronically) politely and appropriately. Before acting, students should give careful consideration to how their communications – whether through words, appearances, actions, or otherwise – may negatively impact others.

Please see the School's Expectations For Interpersonal Student Relationships below for more information about the School's standards of conduct.

Speech and Respect for Community Members

The School seeks cultural competency for all community members and expects all community members to respect others, especially around race, gender, ethnicity, religious affiliation, ability, and other aspects of people's identity. We strive to combat prejudice in all forms, including in speech. We recognize that words have the power to negatively impact others and we prohibit speech that discriminates, attacks, disparages, demeans, intimidates, or deliberately mischaracterizes an individual or group based on their identity. Offensive speech can take many forms, including, but not limited to, negatively biased categorical statements, stereotypes, and epithets.

The School invites sincere discussion and questions, and recognizes that there will be moments when insufficient information, erroneous belief, or faulty presentation will create opportunities to review statements and clarify impact. We encourage students to address those incidents directly when they occur, but we recognize that not all students may feel comfortable doing so. Students who have concerns about another's speech, whether in person or online, should contact their teacher, advisor, counselor, Section Head or Head of School so that the School can respond appropriately.

Respect for Common Areas and Property

Our School community shares many resources, materials, and common areas, which are important for our daily work, and for which everyone is responsible. All School property and areas should be treated with respect. If property is

damaged, either accidentally or intentionally, the student should notify a School employee. Families may be held responsible for any School property damaged by their child. In addition to these general guidelines, the following rules are also important for students to understand and follow:

In the hallways students are expected to:

- Be a role model for younger students on campus.
- Walk quietly on the right side of the hallway, so others can pass and classes in session are not disturbed.

At break and lunch, students are expected to:

- Use the appropriate container for trash, recycling, or composting material.
- Ensure their area is clean and neat before leaving it.

Multipurpose Room, Patios, and Playground:

- Treat these areas with respect. (i.e., no feet on furniture, etc.)

Academic Honesty

Students are asked to give shape to what they think through oral discussion, presentations, visual representations, and multiple forms of writing. When doing so, it is important that students are clear about how they have constructed their ideas, as well as what views they have followed or rejected. The Learner Profile is the basis for the development of academic integrity in our students.

Please read the School's [Academic Honesty Policy](#) for detailed information.

Uniform Policy and Dress Code

The School's main objective in implementing a dress code (besides convenience and homogeneity) is to foster equality among peers. This is a particularly important aspect of school life as we strive to fulfill our commitment to socioeconomic diversity. We appreciate families' cooperation in abiding to the dress code.

Families may purchase uniforms through Lands' End using Preferred School Code 900162108. Using this code will result in up to a 5% donation back to Magellan. Bottoms, outerwear, and other accessories are also available for purchase through Lands' End, but can be purchased from another retailer of choice.

All Students:

- **TOPS:** Mandatory polo shirt (long or short sleeve) with the School's embroidered logo. PP3 - 5th grade students may choose either dark blue, light blue, or yellow to wear each day. 6th - 8th grade students must wear the Middle School cobalt blue.
- **ADDITIONAL LAYERS** (e.g. sweaters, sweatshirts): worn indoors during the school day must be one of the following solid colors: navy blue, grey, beige, or black. They should not have slogans or advertisements on them. Options are available on the Lands' End website.
- **DRESS:** All grade levels may wear the navy polo dress with the School's embroidered logo available through Lands' End.
- **BOTTOMS:** Students are required to wear solid navy blue or khaki bottoms – pants, shorts, skirts, or skorts (in 6th - 8th grade solid black bottoms are permitted). Students may choose any design or fabric except for denim. Athletic shorts or pants are not allowed. Shorts must be visible below the shirt line.
- **LEGGINGS and TIGHTS** should be one of the following solid colors: white, light blue, navy blue, or light yellow/beige.
- **PE UNIFORMS:** 6th - 8th grade students must wear the designated Middle School PE uniform available for purchase on Land's End.

- **SHOES:** Footwear must be worn at all times and should not mark the floor. Closed-toe and closed-back shoes are required, as well as socks. All students must have tennis shoes (any color) on the days they have PE classes.
- **OUTERWEAR:** Outerwear used during cold weather months can be of any color, but should not have slogans or advertisements on them.
- **HATS:** Hats should not be worn inside without permission.

Uniforms should be in good condition without holes or tears. All uniform items should be labeled with the student's name.

Students are not allowed to wear clothes, jewelry, or any accessories that are in conflict with the School's values and detrimental to a harmonious learning environment. Examples include items associated with gangs; promoting the use of drugs, alcohol, and/or violence; or supporting discrimination due to sexual orientation, gender, race, ethnicity, political affiliations, or religion.

The School administration will use judgment to determine appropriate dress. Students who are unable to comply with the uniform policy should seek approval from the Head of Section before joining class. **In the event of a dress code violation, the Section Head will contact parents/guardians to request that they bring the correct uniform to school.**

Attendance and Absences

If a student is not attending school, parents are required to report this to their child's lead teacher (PP3 - 5th grade) or MYP team (myp.team@magellanschool.org, 6th - 8th), as well as the front desk staff: (frontdesk@magellanschool.org) and campus nurses (nurses@magellanschool.org) by 9:00 am.

Multi-day absences: If there is a planned absence of more than three days, parents must fill out the [Family Travel Notification Form](#) and submit it to the Head of Section before the absence occurs.

Extended absences due to a medical condition: If a child is absent from school for an extended period of time due to a medical condition, parents are required to provide a note from the doctor and recommendations as to how the student needs to be helped.

It is important that students attend school regularly. Extended absences will affect their academic development. If there is a need for your child to miss school for an extended period, please contact the teacher and Head of Section. Generally, extended absences will be excused only for medical reasons, illness, or death in the family, marriage in the immediate family, or other specified family obligations. All reasons will be reviewed by the Head of Section. Permission to attend special events or special trips will be granted provided that the parents are committed to helping their child make up his/her work.

Students are expected to discuss with their teachers plans for making up classwork for missed classes.

Excused absences are considered absence due to illness (with note), doctor appointments (with note), or reasons submitted in writing (via email or written note) to and approved by the Section Head.

Unexcused absences are any absence that is not justified. Students will not be allowed an opportunity to make up missed classwork for any unexcused absences.

Excessive absences will result in a conference with the Section Head and parents and other appropriate consequences, as determined by the School.

Daily Expectations (Middle School)

Attendance and Punctuality

- Students need to be in class, ready to learn, with all materials needed, at 8:10 am.
- K-5 grade students who arrive early should wait in the Multipurpose Room until 8:05 am and not in any other area of the School. 6-8 grade students are admitted into the Middle School building starting at 7:50 am to prepare for their first lessons of the day.
- Students must arrive to lessons on time (after breaks, lunch, between classes).
- Teachers will factor in transition time between classes.
- Students should do their best to take care of restroom and water breaks between classes rather than using class time.

Tardiness

The smooth and effective operation of the School requires that all members of the community arrive at school on time. Lateness interferes with the start of activities. A late student entering a classroom does not have the time necessary to settle in and prepare for learning. It is also disruptive to the other students and the teacher.

Instruction begins at 8:30 am for PP3 and PP4 and at 8:10 am for Kinder - 8th grade. Preschool students arriving after 8:45 am will be marked tardy. Primary and Middle School students arriving after 8:10 am will be required to be screened and checked in at the front desk where they will receive a tardy slip.

On the Anderson Lane campus the School uses a one-month reporting system for lateness:

- More than five tardies per month: parents will receive a letter from the corresponding Section Head.
- More than ten tardies per month or consecutive months with five or more tardies: parents will be called for a conference with the corresponding Section Head and/or the Head of School.

In severe cases, poor attendance patterns and an inability or unwillingness to be punctual may lead to other consequences

Responsible Use of Technology Agreement

Technology is instrumental to the education that Magellan provides. As digital citizens, we ask our students to use provided hardware and software responsibly. The School seeks to provide a safe online environment, utilizing a combination of filtering software and adult supervision to protect students from inappropriate viewing. Additionally, we require students with access to the network to sign our Responsible Use of Technology Agreement ([3rd - 5th Grades](#) or [Middle School](#).) This agreement emphasizes the student's responsibility for the way in which they ultimately use the School's network and software, as well as their responsibility for the way they physically treat the hardware the School provides.

Students are expected to remember that any exchange of information within this community must be made in line with the School's general standards of conduct. Whether physically on campus or off campus, whether during the school day or at night, on vacation or at any other time while enrolled in the School, whether linked to the School's network from in school or from a remote location or not at all, or using their own personal computer or communication device on or off campus, students are expected to comply with this Responsible Use Agreement and any applicable policies and procedures as long as they are enrolled in the School.

The examples below are just examples and are not an all-inclusive list of requirements and possibilities.

Students may:

- use technology for school work or class projects and assignments, at the teacher’s discretion;
- access the Internet with teacher permission to enrich learning related to school work; and
- use technology in ways directed by the teacher.

Students may not:

- post personal contact information about themselves or other people;
- access or attempt to access network resources not intended for them;
- share their passwords or other’s passwords with anyone, with the exception of parents and teachers;
- alter electronic communications to hide their identity or impersonate another person;
- communicate with or make plans to meet a stranger in person;
- use inappropriate language or images in email, web pages, videos, or social networking sites;
- be disrespectful by talking or posting derogatory material (images, video, etc.) via email, social networking sites, live chat, web page, or any other method;
- engage in cyber-bullying, harassment, or sexting, in violation of the School’s policies prohibiting bullying, harassment, hazing, and discrimination and related policies as stated in the Handbook;
- access or attempt to access inappropriate information on the Internet such as (but not restricted to) sites that bypass filtering, promote hate or violence, or sites with sexually explicit or graphic, pornographic, or obscene material;
- create, request, send, or possess any written message, image, or video that contains explicit representations or references to sexual conduct, sexual excitement, or nudity;
- disseminate obscene or pornographic images;
- plagiarize printed or electronic information—students must follow all copyright, trademark, patent, and other laws governing intellectual property;
- install or download software on to School computers from the Internet, home, or by any other means;
- create or use a mobile hotspot on the School campus;
- remove any School-owned computer equipment (including, but not limited to, network cables and keyboards) from the School without express permission;
- store personal files on the network, except in their own network user account—any information that a student leaves on a School-owned device may be deleted at any time, with or without notice;
- use cell phones or other personal electronic communication devices during classroom time, without the express permission of the teacher;
- disclose confidential or proprietary information related to the School or recklessly disregard or distort the truth of the matters commented on;
- access, change, delete, read, or copy any file, program, or account that belongs to someone else without permission;
- use the network for illegal or commercial activities;
- vandalize, steal, or cause harm to the School’s equipment, network, or services (including, but not limited to, uploading or creating viruses, attempting to gain unauthorized access, changing hardware or software settings, or changing online materials without permission);
- deliberately disrupt or attempt to disrupt the software or hardware of the School network; or
- be “friends” with, or otherwise directly connect to via online networks and services, any School employee on any social networking site that is not used primarily for educational purposes. If a student is contacted by a School employee via non-School channels for non-educational purposes, the student should immediately notify **[insert appropriate individual (e.g., the student’s advisor)]**.

Students should understand that:

- the use of inappropriate language, harassment, and disrespectful comments in email, texting or a chat room, or on a website or social networking site from either inside or outside the School, and whether during the school day, after hours, or during vacation time, as long as a student is enrolled in the School, is prohibited;

- there is no guarantee of privacy associated with their use of the School’s technology resources. Students should not expect that email, voicemail, or other information created or maintained on the School’s network, School-issued devices, or School-administered services (even those marked “personal” or “confidential”) will be private, confidential, or secure. The School has the right to access and monitor both student-owned and School-owned computers and communication devices connected to the School’s network. Each student consents to the School’s right to view and/or monitor the School’s network and all of its associated accounts; and
- they will be held accountable for unattended accounts, and for use of their computer or communication device, if such equipment is left unattended and/or used by another individual.

Parents should understand that:

- it is the responsibility of all parents to read this policy and discuss it with the student;
- teachers and administrators will strive to help students understand this policy at a level that is appropriate to their age and maturity; and
- if a student damages the hardware or software of any School-owned technology, the parent/guardian may be responsible for paying for the repair or replacement of that technology.

The School may:

- access, view, monitor, and track any information or communication stored on or transmitted over the School’s network, on or over equipment that has been used to access the School’s network, or School-issued devices, or School-administered accounts and services, and under certain circumstances, it may be required by law to allow third parties to do so. In addition, others may inadvertently view messages or data as a result of routine systems maintenance, monitoring, or misdelivery; and
- restrict the material accessed and not permit computers to be used for anything other than educational purposes.

Security

Security on any computer network is a high priority, especially when the system involves many users. Students must notify a system administrator if they identify a security problem. Students should not demonstrate the problem to other users. Any user identified as a security risk or having a history of problems with other computer systems may be denied access to the School’s network.

Reporting Violations

If a student suspects a violation of this policy, or if a student feels nervous or uncomfortable about another School community member’s use of technology, the student should immediately report the student’s suspicions, feelings, and observations to **[insert appropriate individual (e.g., the student’s advisor)]**.

Some violations may constitute criminal offenses as defined by local, state, and federal laws, and the School may initiate or assist in the prosecution of any such violations to the fullest extent of the law.

Use of Personal Electronic Devices

Magellan students use technology to learn. At Magellan, technology is essential for creative problem solving, information fluency, and collaboration skills that we strive to develop in our students. While we want our students to be active contributors in our connected world, we also want them to be safe, legal, and responsible. In the event that some students have a particular learning need not adequately supported by the School’s computer resources, accommodations may be made to allow students to bring their own personal device to School. Accommodations will be made on a case-by-case basis, and will be informed by documented assessments of the individual student’s learning needs. Students may use approved technology, including assistive technology for special education needs, at school (including during early drop-off and after school care) for educational purposes only.

The School will not be held responsible for computer and technology loss, theft, or damage that may occur.

Email

Beginning in third grade, the School provides students with a School-issued email account. This account should be used only for School-related communication (e.g., contacting and receiving information from teachers, submitting homework and assignments, transferring files to and from School, etc.). Students are expected to comply with the policies outlined in the School's Responsible Use Policy when using their School-issued email account.

Social Media

The School understands the desire of students to use social networking websites, internet bulletin boards, blogs, chat rooms, and other online resources or websites (e.g., TikTok, YouTube, Facebook, Twitter, Instagram, SnapChat, Pinterest) (collectively referred to as "Social Media"). While at School, students are not allowed to use social media without the express consent of their teachers. School technology may not be used for purposes unrelated to school. Whether or not a student chooses to use Social Media outside of the school environment using other devices is a decision the student should make in consultation with the student's parents. However, to the extent that students, parents, or members of the School community represent the School to each other and to the wider community, participation in such Social Media should be done responsibly with a mind toward how both the forum where one chooses to participate and the content posted reflect on that person individually and on the School. Moreover, issues concerning respect for the privacy of students, copyrights, trademarks, and confidentiality of sensitive information are all important to understand *before* participating in Social Media. With the foregoing in mind, the School encourages students and parents to create an atmosphere of trust and individual accountability when accessing Social Media and the School's network. Students are expected to comply with the policies outlined in the School's Responsible Use Policy regardless of whether they are using School-provided equipment or their own personal devices.

Use of Personal Electronic Devices and Cell Phones

Magellan students use technology to learn. At Magellan, technology is essential for creative problem solving, information fluency, and collaboration skills that we strive to develop in our students. While we want our students to be active contributors in our connected world, we also want them to be safe, legal, and responsible. Students may use approved technology, including assistive technology for special education needs, at school (including during early drop-off and after school care) for educational purposes only.

Cell phones, tablets, and any other personal electronics should be turned off and must be stored in students' lockers during the school day unless required during a specific class or unless they are granted explicit permission by a teacher. If students are not following these conditions, the equipment may be confiscated until the end of the school day and the student may be subject to other consequences, as determined appropriate by the School.

e-Safety Policy

The School incorporates online and remote learning programs in its curriculum and program. The purpose of this e-Safety policy is to help ensure a safe, secure, and supportive online and remote learning environment for students, employees, and all members of the School community, consistent with the School's standards, mission, policies, and protocols. The School strives to create such an environment while also making it as effective and user-friendly as possible. At all times, however, the School's online and remote learning environment is subject to the requirements and limitations of the School's online and remote learning technology.

This e-Safety policy is intended to work in concert with the School's other rules and policies, including those set forth in this Handbook. Students and parents are, therefore, expected to continue to comply with all School policies and

standards of academic and social behavior as stated in the Handbook and elsewhere. This policy sets forth additional, modified, and/or clarified expectations for the School's online and remote learning environment.

- **Dress Code**: When visible in the online and remote learning environment, and in any related interactions, students are expected to be appropriately dressed, which requires that students **[adhere to the dress code policy as stated in the Handbook/adhere to a modified dress code as stated herein]**.
- **Cyber-bullying and Online Conduct**: When participating in the online and remote learning environment, and in any related interactions, it is of the utmost importance that students maintain and model the highest standards of conduct, respect, and integrity, including by refraining from any activity that might constitute or contribute to cyber-bullying or other prohibited interpersonal conduct.
- **Remote Environment**: Students may not use virtual backgrounds while participating in online and remote learning environments unless authorized or directed by the teacher. Backgrounds and physical spaces captured in online and remote learning should not have vulgar or profane words or images. Backgrounds should be appropriate. For example, students should not be sitting in a bed, but should be setup at a desk or table.
- **Chat Functions**: Students are expected to use any chat functions in an appropriate and respectful manner.
- **One-On-One Interactions**: School faculty, advisors, **[insert any other appropriate employees]**, and administrators may provide virtual one-on-one meetings with students as appropriate. The School may seek to limit one-on-one interactions to those necessary to support the academic and social well-being of students and families.
- **Recording**: Online and remote learning sessions and communications should not be considered confidential and **[will/may/will not]** be recorded. **[Insert details regarding purpose of recordings and if they will be accessible, if at all.]** Students are prohibited from (a) recording any part of any online and remote learning program, and (b) sharing, broadcasting, and/or making public any materials created or recorded by the School, its employees, or anyone else in relation to the School's online and remote learning programs.
- **Risk Management**: All members of the School community are responsible for maintaining a safe online and remote learning environment. In that spirit, while the School will strive to support and ensure students' safety in the online and remote learning environment, students and their families are also expected to employ appropriate safeguards and manage risks appropriately.

Gambling

The School prohibits gambling of any kind, including gambling over the Internet.

Alcohol, Drugs and Tobacco

A student may not buy, sell, possess, or use alcohol or other unauthorized drugs or substances, including tobacco and tobacco-related products (including e-cigarettes and vaping), and/or any paraphernalia associated with the use of illegal drugs and may not intentionally misuse products that can act as inhalants, while enrolled in the School.

Students that are suspected of acting under the influence of drugs, alcohol, or tobacco on the School premises, on a School trip, or when representing the School will be temporarily isolated from other students and his/her parents will be requested to collect him/her. Appropriate disciplinary steps will be followed, which may include informing the appropriate authorities.

The School provides information to parents and students about the health and social impact of drug, substance, and alcohol use and abuse. Students are prohibited from using medications, both prescription and over-the-counter, in any manner other than as prescribed or intended by the manufacturer.

Parents' Role In Alcohol/Drug Prevention

Parents are often concerned about the use of alcohol and drugs by students and the social acceptability of its use. The following goals have been developed for parents as a guide for discussion and as a foundation for community agreement.

As parents, we will:

1. Become informed about the facts of alcohol and drugs so that we can discuss these substances credibly with our children.
2. Develop and communicate to our children a clear position about alcohol and drug use.
3. Promote and encourage social activities without alcohol and drugs.
4. Not serve alcohol to other people's children who are under the legal drinking age or allow under-age people to bring alcohol or drugs into our homes.
5. Support School and law enforcement policies regarding the use of alcohol and drugs by young people.
6. Request and endorse the implementation of comprehensive and meaningful alcohol and drug abuse prevention programs.

In addition, we will:

1. Take responsibility for our own children and be concerned for the welfare of the children of others.
2. Set a responsible example for our children.
3. Attempt to resist peer pressure and encourage our children to do likewise.
4. Help our children develop healthy concepts of themselves and effective problem-solving, decision-making, and communication skills.
5. Not sponsor or condone activities our children or we are unable to control (such as parties with limited or no adult supervision).
6. Communicate openly with other parents to establish a sense of community and to provide support in giving consistent messages to our young people.

The School counselors are available for consultation with parents and students on a variety of issues, including drugs and alcohol.

Sanctuary Policy

The use and abuse of alcohol and drugs can lead to serious health consequences. As a way of letting students know that their health and safety are of paramount concern, the School encourages students to ask for help from adults should they find themselves or another student impaired, ill, or struggling with substance use or abuse. The School's Sanctuary Policy provides students with a way to access support around alcohol and substance abuse issues without concern that reaching out for help will trigger the disciplinary process.

The School believes that students should be guided by their obligation to, and respect for, other members of the community in seeking the best possible help for themselves and others. The School endeavors to foster an atmosphere of trust on campus and views student-School conversations as vital to that effort. Students should seek guidance from any adults on campus whose judgment they trust and respect.

Any student may invoke this policy on the student's own behalf, or on behalf of another student, simply by contacting anyone on the faculty, staff, or administration at the School. A request for assistance must be student-initiated and occur prior to any School administrator, faculty, or staff member learning of the impacted student's use or abuse of drugs or alcohol.

Sexual Intimacy and Consent

The School recognizes that sexuality is a normal part of human nature, and its discovery is often a part of adolescence. However, any level of sexual intimacy can bring with it physical, psychological, and emotional challenges that can be overwhelming to students. Therefore, the School does not endorse or condone sexually intimate activity by or among students, and advocates postponing sexual intimacy until students are past adolescence.

Students who would like to talk about the meaning of sexual intimacy in a relationship, or who engage in sexually intimate activity and then want to report or discuss the situation, are encouraged to reach out to a trusted adult, the school nurse, or a school counselor so that appropriate support may be provided. Under certain circumstances, the School may be obligated to report to government authorities, including the Texas Department of Family and Protective Services (DFPS) and the local police.

Following Texas law, the School prohibits students from engaging in non-consensual sexual activity, considering it to be egregious misconduct. In Texas, a person may not legally consent to engage in sexual activity unless that individual is age 17 or older. If students are found to have engaged in sexually intimate activity, or in a situation that suggests they have been sexually intimate, the School will generally first respond to the situation as a health issue. This response may include notification to parents and, as appropriate, referral to the school nurse and school counselor. It is imperative that students understand and appreciate that certain sexual activity may violate the law and that the School may be obligated to report it. Sexual activity, of any and all kinds, is prohibited between any student or applicant and any School employee.

Possession of Weapons or Other Dangerous Objects

No member of our community may possess a weapon or other dangerous object in the School building or on School property, School-provided transportation, or at School functions. Dangerous objects include (without implied limitation) firearms, explosive devices, pellet guns, and knives.

V. EXPECTATIONS FOR INTERPERSONAL STUDENT RELATIONSHIPS

The School has established policies to help students manage interpersonal relationships safely and appropriately. Students and parents are encouraged to communicate with the Head of School, Section Heads, Counselors and/or advisors with any questions or concerns regarding these policies. The School believes that open communication about these sensitive topics is integral to preventing serious misconduct from occurring and essential to fostering a culture of personal responsibility, mutual accountability, and positive peer leadership.

Bullying, Harassment, Discrimination, Hazing, Sexual Assault, and Sexual Harassment

The School does not tolerate verbal or physical behavior that constitutes bullying (including cyber-bullying), harassment or discrimination, hazing, sexual assault, and sexual harassment (collectively referred to as “interpersonal misconduct”). The School is dedicated to preventing interpersonal misconduct by fostering a positive school culture and providing a curriculum that encourages social skills development. We work to enhance students’ abilities to develop healthy relationships and to take positive action when they witness or experience any form of interpersonal misconduct. The School is also committed to promptly addressing any behavior that impedes the learning of any student or interferes with the experience of any other member of the School community.

Interpersonal misconduct is prohibited on the School’s campus and the property immediately adjacent to School grounds, on School vehicles, and at School-sponsored events, activities, athletic contests, and off-campus trips. School-owned technology may not be used to intimidate, harass, threaten, or bully another student. In addition, interpersonal misconduct is prohibited at a location, activity, function, or program that is not School-related or through the use of technology or an electronic device that is not owned, leased, or used by the School, if such conduct: (a) creates a hostile environment at school for a student, (b) infringes on the rights of a student at school, or (c) substantially disrupts the educational process or the School’s orderly operations. Though interpersonal misconduct that occurs outside of the above locations may be outside of the School’s disciplinary reach, we still encourage families and students to share potential incidents with a trusted staff member (as discussed in more detail below) if the School may need to have a heightened awareness of protecting students’ safety while at school.

Definitions

Aggressor

A student or faculty/staff member who engages in bullying (including cyber-bullying), harassment, discrimination, hazing, sexual assault, sexual harassment, or retaliation towards another person.

Bullying

Bullying is defined as the use of a written, verbal, or electronic expression or a physical act or gesture, or any combination thereof, by one or more students or members of the faculty/staff directed at a target that: (a) causes physical or emotional harm to the student or damage to the student’s property; (b) places the student in reasonable fear of harm to the student’s self or damage to the student’s property; (c) creates a hostile environment at school for the student; (d) infringes on the rights of the student at school; or (e) materially and substantially disrupts the educational process or the orderly operations of the School.

Bias

A bias-related incident occurs when language or behavior conveys prejudice against a target because of a dimension of the target's identity (race, color, national or ethnic origin, ancestry, gender, religion, gender identity, gender expression, sexual orientation, mental or physical disability, or any other applicable legally protected status).

Cyber-Bullying

Cyber-bullying is bullying through the use of technology or electronic communication, including, but not limited to, 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, photo electronic, or photo optical system, including, but not limited to, electronic mail, internet communications, instant messages, or facsimile communications. Cyber-bullying includes, but is not limited to: (a) the creation of a web page or blog in which the creator assumes the identity of another person, and (b) the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation constitutes bullying conduct as defined above. Cyber-bullying includes, but is not limited to, 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 conditions included in the definition of bullying.

Faculty/Staff

Faculty/staff members include, but are not limited to, educators, administrators, counselors, school nurses, dining services workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, support staff, and paraprofessionals.

Harassment Or Discrimination

Harassment or discrimination is behavior that is pervasive or severe and has the purpose or effect of: (a) creating an intimidating, hostile, or offensive environment; (b) interfering unreasonably with a student's academic performance; or (c) creating a situation where academic decisions of a student depend on the student submitting to and/or not objecting to the behavior.

Harassment and discrimination can take many forms. Examples include, but are not limited to, limiting opportunities to participate in certain clubs, teams, or activities based on certain characteristics, as well as slurs, jokes, statements, remarks, questions, gestures, pictures, emails, texts, or cartoons regarding a legally protected status that are derogatory or demeaning to an individual's or group's characteristics or that promote stereotypes. Harassment also includes sexual harassment (as defined below).

Hazing

Hazing means subjecting a student to a physical or mental health injury as part of an initiation, or as a prerequisite to membership, into any organized school group, including any society, athletic team, fraternity or sorority, or other similar group. Prohibited conduct includes, but is not limited to, whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug, or other substance, or any brutal treatment or forced physical activity which is likely to adversely affect the physical or mental health or safety of a student or any other person, or which subjects the student or any other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation.

Hostile Environment

A hostile environment refers to a situation in which certain misconduct causes the School environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive so as to alter the conditions of a student's education.

Racial Discrimination

Racial discrimination is a type of discrimination (as defined above). Racial discrimination involves treating a target unfavorably because the target is of a certain race or because of personal characteristics associated with race (such as hair texture, skin color, or certain facial features). Racial discrimination can occur when the target and the person who inflicted the discrimination are the same race or color.

Retaliation

Retaliation is any form of intimidation, reprisal, or harassment directed against a student who reports misconduct (including, but not limited to, bullying, harassment, discrimination, hazing, sexual assault, or sexual harassment), provides information during an investigation, or witnesses and/or has reliable information about such misconduct.

Sexual Assault

Sexual assault occurs when a person is forced or coerced into sexual activity without giving consent. Sexual activity includes, but is not limited to, touching or fondling, either directly or through the clothing, of another's intimate areas or any contact, intrusion, or penetration of another's sex organs, anus, or mouth.

Sexual Harassment

Sexual harassment is a type of harassment (as defined above). Sexual harassment includes unwilling and unwanted sexual attention, regardless of gender, from anyone with whom a person may interact in the course of attending the School or being present at School-sponsored activities.

Examples of behavior that may constitute sexual harassment include (regardless of whether the intent or consequence of such behavior is to make the target feel uncomfortable): (a) offensive or unwanted sexual comments, abuse, jokes, or insults, delivered verbally or in writing; (b) derogatory or pornographic posters, cartoons, or drawings; (c) pressure for sexual activity (such as hazing or threats, as well as repeated requests after rejections); (d) offering favors or benefits in exchange for sexual acts, or threatening mistreatment if one does not engage in sexual acts; and (e) offensive or unwelcome physical advances (including kissing, hugging, pinching, grabbing, groping, "playful" slapping, etc.).

Target

Any student against whom interpersonal misconduct or retaliation has been perpetrated.

Legal Definitions And School Policies

In accordance with the School's mission, values, and standards of conduct, the School has supplemented and/or provided broader protections against bullying, discrimination, harassment, and other inappropriate conduct than may be required under applicable laws. In essence, the School's standards may be stricter than the law and the School may impose discipline accordingly. The School's efforts to enhance its protection of students in no way expand an individual's rights under applicable laws. Further, the School may modify and amplify the standards set forth above and use its discretion in the interpretative enforcement of all ideals and standards of conduct.

Reporting Complaints

A student who is the target of interpersonal misconduct, or who has witnessed such an incident or any incident of retaliation, or who otherwise has relevant information about conduct prohibited by the School, is expected to report the matter promptly (either orally or in writing) to the Head of School, or to any other administrator or faculty member with whom the student is comfortable speaking. If a student is uncomfortable contacting one of these individuals, the student may ask an advisor, another adult, or a classmate to help.

With respect to reporting sexual assault in particular, students are strongly urged to speak to a trusted adult on campus or at home, to the school nurse and/or school counselor or to an external professional. When making such outreach, students may share as little or as much information as they would like.

Parents of a student who is the target of interpersonal misconduct, or of a student who has witnessed or otherwise has relevant information about such conduct, are urged to immediately notify the Head of School or school counselor. Furthermore, any parent and other individuals associated with students who have witnessed interpersonal misconduct, or have relevant information concerning such an incident or any incident of retaliation, are strongly encouraged to contact one of these administrators immediately.

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

The School cannot promise absolute confidentiality to those reporting interpersonal misconduct, as there may be a need to share information during an investigation or otherwise; however, the School will disclose such information with discretion, on a need-to-know basis.

False Complaints

All persons involved in a complaint or investigation should understand that false or exaggerated accusations can be extremely damaging to innocent persons; therefore, the School expects and requires the honest and full disclosure of facts by all involved. Any person who knowingly makes a false accusation of interpersonal misconduct or retaliation may be subject to disciplinary action.

Responding To Complaints

The goals of an investigation, and any supportive, disciplinary, or other remedial process that is imposed following that investigation, are to correct the situation to the extent reasonably possible and to take steps to prevent repetition of the incident and retaliation.

When a complaint is brought to the attention of the Head of School (or the Head's designee), an assessment is made to determine the initial steps appropriate to protect the well-being of the students involved (including both the alleged targets and aggressors) and to prevent disruption of the learning environment while the investigation is undertaken. The School may use strategies, such as increased supervision, stay-away mandates, and personal safety plans, as may be appropriate, to prevent further misconduct, witness interference, and/or retaliation during the course of and after the investigation.

The Head of School (or the Head's designee) will conduct an impartial, fact-finding investigation of the complaint. This investigation may include (but is not necessarily limited to) interviews with the complainant, alleged target(s), alleged aggressor(s), and any other witnesses or parties who have information relevant to the alleged incident. The School may

consult with faculty, the School's healthcare providers, the parents/guardians of the alleged target(s) and/or the alleged aggressor(s), or any other person deemed to have knowledge about, or circumstances surrounding, the complaint.

The School neither tolerates nor engages in retaliation against an individual for filing a complaint about interpersonal misconduct or cooperating in an investigation of such a complaint. The School will not take adverse action against a student for making a good faith report of interpersonal misconduct. An individual who is found to have engaged in retaliation against a student for filing a complaint, or participating in the investigation of a complaint, may be subject to disciplinary action.

Upon completion of the investigation, the Head of School (or the Head's designee) will generally make the following determinations:

- Whether and to what extent the allegation of interpersonal misconduct has been substantiated.
- Whether any disciplinary action and/or other remedial action is appropriate and, if so, how it will be implemented.
- Whether counseling, or a referral to appropriate services, should be offered to targets, aggressors, or family members of the affected students or targets.

Information about consequences or other corrective action will be shared with the School community as deemed appropriate by the Head of School. Such announcements may be made in person, by electronic communication, or otherwise. Resources such as counseling or referral to appropriate services are available to all students – including the alleged aggressor(s) and the alleged target(s) – during and after an investigation.

Notification To Parents

The School will generally notify the parents of the alleged target(s) and the alleged aggressor(s) promptly after a complaint has been filed, upon completion of the investigation, and to report the results of the investigation. Parents of the target(s) will generally also be notified of any action to be taken to prevent further acts of interpersonal misconduct or retaliation.

In all situations, the amount of information shared by the School may be limited by confidentiality laws protecting student and employee records, other confidentiality or privacy considerations, and/or concerns regarding the integrity of the investigatory processes.

Notification To Government Authorities

In appropriate circumstances, such as when a crime may have been committed or a child may have been subjected to abuse or neglect of the type that is reportable under Texas Family Code Section 261 *et seq.*, law enforcement or other appropriate government agencies may be notified. At any point after receiving a report of interpersonal misconduct, the School may notify local law enforcement or other government agencies. If the School receives a complaint involving students from another school, the School may notify the appropriate administrator of the other school so that both may take appropriate action.

VI. CO-EXISTENCE & DISCIPLINE GUIDELINES

MIS seeks to maintain a safe and orderly academic community, as well as to help individual students and their families confront behavior that may be symptomatic of other difficulties. With these concerns in mind, the School employs a variety of counseling, disciplinary, and administrative responses. When the School determines that a rule or code violation has harmed someone else (e.g., stealing, harassment, providing prohibited substances), it will necessitate intervention of a disciplinary nature. Both expectations and consequences are age and developmentally appropriate.

The guidelines in this section apply to all conduct by students, whether on or off campus, as long as they are enrolled at the School. In addition, students who choose to remain present when other students are engaging in misconduct may be subject to disciplinary action.

Consequences of misconduct (and/or attempting misconduct) applicable to all students are detailed below. These examples are intended to provide students and their families with a general understanding of the School's disciplinary approach; however, the School will respond to each situation with a response that the School determines is appropriate. Disciplinary matters and student issues are handled directly by teachers, administrators, and appropriate staff.

Preschool

The disciplinary approach for students in these grades is based on the IB philosophy of Reflective Discipline. Students in Preschool are expected to participate in all classroom activities and follow the **Four Preschool Golden Rules**.

Be Safe / Soy Cuidadoso
Be Respectful / Soy Respetuoso
Be Responsible / Soy Responsable
Be Caring / Soy Amable

In cases when students are not following the School routine or are having a difficult time respecting essential agreements, the Lead Teacher may support the student to reflect on the behavior or action and support the student to provide an immediate apology to the member of the community affected. If the behavior involves physical or verbal aggression or if a behavior is recurrent, the Lead Teacher may require the completion of a reflection form. This form will be shared with the parents.

Physical Aggression Guidelines

Aggression in young children often occurs when emotions build up and they need a physical outlet. When young children cannot verbalize their feelings, they often turn to physical acts to get their message across. When one student's safety is endangered during class because of an aggressive act of another student, decisive action must be taken by the preschool staff.

All preschool programs experience some type of aggressive behavior by their students. Specific acts of aggressive behavior in children may include biting, impulsive hitting, throwing hard objects, shoving, scratching, kicking, pinching, slapping, or hurting another person; and exhibiting meltdowns and fits of rage, including screaming, stomping, and showing a lack of bodily control, especially when paired with anger. All or none of this behavior may be provoked.

Social and emotional competence can be enhanced during these early years. When parents and teachers work together and are knowledgeable of specific strategies to implement with children, they can learn how to deal appropriately with children's aggressive and inappropriate social and emotional behaviors.

Since preschool personnel want to partner with parents to provide a safe environment for the students, Magellan has established the following guidelines for aggressive behavior:

- 1 Each incident is to be documented with a description of the situation that led to the event.
- 2 A parent is required to sign the incident report that will be kept in the student’s file. The teacher may notify the parents of the children involved to discuss the problem either on the phone or in person.
- 3 If the situation escalates, the parents may be invited separately to a meeting with the Head of Preschool.
- 4 After three aggressive incidents or in the event of a serious aggressive incident, considered by the teacher to be unprovoked, the parents may be called to the School to pick up their child for the remainder of the day.
- 5 If a student is picked up three times by a parent for aggressive incidents, Magellan may not allow the student to attend school for a period of time, which is typically one week long. A conference with the Head of School, the Head of Preschool, and the School counselor (or their designees) may be required before a student may return to school.
- 6 A student who returns after a week of absence and continues to exhibit aggressive behavior may be dismissed from the School, as the School determines appropriate.

Magellan strives to provide a safe, loving, and healthy environment for all students, and parents are expected to partner with the School in this effort.

Primary & Middle School

When misbehavior occurs, the response of the teachers, Heads of Section, and/or Head of School are guided by the information in the table below. Disciplinary incidents will be processed by School administration in collaboration with classroom teachers. However, there is often a connection between a student’s behavior and the student’s emotional state. Students involved in moderate and major disciplinary incidents may be referred to the counseling department if the Head of Section believes they would benefit from additional social-emotional support.

The chart below is not intended to capture all possible inappropriate behaviors and disciplinary responses and only serves as a guide. Each disciplinary situation will be handled on a case-by-case basis.

	Inappropriate Behavior*	Possible Consequences
Minor	<ul style="list-style-type: none"> ● Dress code violations ● Lingering in the hallway during transitions ● Tardiness ● Line behavior problems ● Bringing prohibited items to school that do not pose a threat to the community (e.g. toys) ● Use of electronic devices without permission 	<ul style="list-style-type: none"> ● Verbal warning ● Verbal / written reflection with teacher ● Email communication to parents by teacher ● Reflection with Head of Section
Moderate	<ul style="list-style-type: none"> ● Disrespectful behaviors, to others, to property, with respect to personal boundaries, poor sportsmanship, foul language ● Bullying or other interpersonal misconduct ● Disruptive behaviors: lack of participation, interrupting, persistent non-cooperation with peers and/or teachers ● Misuse of technology 	<ul style="list-style-type: none"> ● Verbal warning ● Written reflection with teacher ● Email to parents by Head of Section ● In-school detention/suspension ● Behavior contract

	<ul style="list-style-type: none"> ● Repeated or persistent minor infraction ● Inappropriate or unwelcome displays of affection 	
Major	<ul style="list-style-type: none"> ● Physical aggression ● Repeated or egregious bullying or other interpersonal misconduct ● Unsafe behavior ● Refusal to participate in activities ● Academic dishonesty ● Use of abusive language ● Leaving class/school without permission ● Inciting others to break school rules ● Repeated or persistent moderate- infractions ● Violation to the School’s technology policies or the Responsible Use Agreement ● Sexual harassment/misconduct ● Illegal behavior anywhere 	<ul style="list-style-type: none"> ● Reflection with Section Head or Head of School ● Email to parents by Section Head or Head of School ● In-School Suspension ● Out-of-School Suspension ● Behavior Contract ● Expulsion/Dismissal

Description of possible disciplinary responses

Reflection	Reflection forms have been designed for every School section considering age appropriate language to follow up with students and parents whenever a minor infraction occurs. These reflection forms are led and kept by teachers in student files to follow up with any escalating behaviors.
Detention	A student may be given an in-school detention as a disciplinary response. A detention is normally accompanied by a reflection with the student’s teacher and Head of Section to discuss and evaluate the student’s behavior. A disciplinary notice will be sent to parents reporting the cause of the sanction and a day and time will be included in this notice for the detention to take place.
Behavior Contracts	<p>In many cases, students will be issued a disciplinary contract in conjunction with their other consequences. At MIS, we believe in working with our students, and help them demonstrate their commitment to remaining a member of the MIS community through meeting the terms of a contractual relationship between the student and the School.</p> <p>Receiving any disciplinary contract is a serious warning. It means that a student’s conduct has been contrary to the best interest of the student or of the School. The contract will clarify what commitment(s) the student will make in order to remain a member of our community. Contracts will be completed by the student, Head of Section, school counselor, and parents.</p> <p>In some instances, especially in the case of repeated violations, a disciplinary contract will be issued in the form of a conditional enrollment letter. Because students on discipline contracts have already demonstrated behaviors that are not in the best interest of the community, violation of a conditional enrollment is considered a major rule violation and will result in a disciplinary response.</p>

	Violation of a conditional enrollment letter normally results in a referral for dismissal.
In-School Suspension	<p>Under certain conditions, students may need to be temporarily removed from their classroom. An in-school suspension is a serious disciplinary response. An internal suspension has a normal duration of one day and is determined by the Head of School. During their time away from the classroom, they are expected to focus on the issues which have led to their separation and produce a written request to return to the classroom. This request should demonstrate several things; an understanding of the seriousness of their infraction, a statement of how they used their time away from the class constructively, and a renewed commitment to their class.</p> <p>If a student’s presence in the classroom poses a danger to a person or property, or poses an ongoing threat of disrupting the academic process, a student may be externally suspended pending a further disciplinary review process that may result in that student being dismissed.</p> <p>When students return to the classroom after a suspension they will be expected to meet with the Head of School, Head of Section, and/or the School Counselor to discuss what they learned from reflecting upon the situation and what restorative practices the student will complete to demonstrate their commitment to the School community.</p>
Out-of-School Suspension	<p>Under certain conditions, students may need to be temporarily removed from the MIS community. An out-of-school suspension is a serious disciplinary response and the School reserves the right to place conditions on a student’s return to campus. An external suspension has a normal duration of one to three days. During their time away from the community, they are expected to focus on the issues which have led to their separation and produce a written request to return to the community. This request should demonstrate several things; an understanding of the seriousness of their infraction, a statement of how they used their time away from the School constructively, and a renewed commitment to the MIS Community.</p> <p>In some serious cases, such as when a student’s presence poses a danger to a person or property or poses an ongoing threat of disrupting the academic process, a student may be externally suspended pending a further disciplinary review process that may result in that student being dismissed.</p> <p>When students return to school after a suspension, they will be expected to meet with the Head of School, Head of Primary and/or the School Counselor to discuss what they learned from reflecting upon the situation and what restorative practices the student will complete to demonstrate their commitment to the School community.</p>
Expulsion	<p>In all cases of violations of major school rules, dismissal from MIS may be the penalty. Final decisions regarding dismissal are made by the Head of School. Students who have been dismissed are not allowed on the MIS campus until after the scheduled culmination of their class unless they are given special permission from the Head of Primary. Any claims or settlements arising from absence, withdrawal, or dismissal are subject to the terms of the Enrollment Contract between the School and the parents or guardians.</p>

The student who demonstrates major and persistent behavioral difficulties in the course of the academic day (homeroom, specialist classes, playground, etc.) and whose behavioral difficulties persist despite the recommendations of the referral team will be faced with dismissal for behavioral reasons.

Middle School

In case misbehavior should occur, the response of the teachers, Head of Section, School counselor, and/or Head of School may include one or all of the following:

	Inappropriate behaviors (6th-8th Grades)	Disciplinary responses
Minor	<ul style="list-style-type: none"> ● Tardiness ● Chewing gum at school ● Use of electronic devices <i>without permission</i> 	<ul style="list-style-type: none"> ● Verbal warning ● Written reflection with teacher during lunch break ● Email communication to parents
Moderate	Bullying or other interpersonal misconduct <ul style="list-style-type: none"> ● Disrespectful/disruptive behaviors ● Misuse of technology ● Repeated or persistent minor infractions ● Inappropriate or unwelcome displays of affection 	<ul style="list-style-type: none"> ● Verbal warning ● Written reflection with teacher during lunch break ● Email to parents by Head of Middle School ● In-School Detention or Suspension by Head of Middle School ● Behavior Contract by Head of Middle School
Major	Repeated or egregious bullying or other interpersonal misconduct <ul style="list-style-type: none"> ● Physical aggression ● Unsafe behavior ● Active refusal to participate in activities ● Academic Dishonesty ● Use of abusive language ● Leaving class/school without permission ● Inciting others to break School rules ● Violation to the School’s Technology Use Agreement ● Sexual harassment/misconduct ● Repeated or persistent moderate infractions ● Illegal behavior anywhere 	<ul style="list-style-type: none"> ● Reflection with Head of Middle School ● Email to parents by Deputy Head of School ● In-School Suspension determined by Head of Middle School or Head of School ● Out-of-School Suspension determined by Head of School ● Behavior Contract by Head of Middle School ● Expulsion determined by Head of School

Description of possible disciplinary responses

Reflection (Thinking About My Behavior)	Reflection forms are called “Thinking About My Behavior” and have been designed considering age appropriate questions to follow up with students and parents whenever a minor infraction occurs. These online forms are kept in the student’s classroom file or a spreadsheet to follow up with any escalating behaviors.
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<p>Detention</p>	<p>A student may be given an in-school detention as a disciplinary response. A detention is normally accompanied by a “Thinking About My Behavior” or Reflection with the student’s teacher and/or Head of Section to discuss and evaluate the student’s behavior. A disciplinary notice will be sent to parents reporting the cause of the sanction and a day and time will be included in this notice for the detention to take place.</p>
<p>Behavior Contracts</p>	<p>In many cases, students will be issued a disciplinary contract in conjunction with their other consequences. At MIS, we believe in working with our students, and help them demonstrate their commitment to remaining a member of the MIS community through meeting the terms of a contractual relationship between the student and the School.</p> <p>Receiving any disciplinary contract is a serious warning. It means that a student’s conduct has been contrary to the best interest of the student or of the School. The contract will clarify what commitment(s) the student will make in order to remain a member of our community. Contracts will be completed by the student, Head of Section, School counselor, and parents.</p> <p>In some instances, especially in the case of repeated violations, a disciplinary contract will be issued in the form of a conditional enrollment letter. Because students on discipline contracts have already demonstrated behaviors that are not in the best interest of the community, violation of a conditional enrollment is considered a major rule violation and will result in a disciplinary response. Violation of a conditional enrollment letter normally results in a referral for dismissal.</p>
<p>In-School Suspension</p>	<p>Under certain conditions, students may need to be temporarily removed from their classroom. An in-school suspension is a serious disciplinary response. An internal suspension has a normal duration of one day and is determined by the Head of School. During their time away from the classroom, they are expected to focus on the issues which have led to their separation and produce a written request to return to the classroom, or as otherwise determined by School administration. The request should demonstrate several things; an understanding of the seriousness of their infraction, a statement of how they used their time away from the class constructively, and a renewed commitment to their class.</p> <p>If a student’s presence in the classroom poses a danger to a person or property or poses an ongoing threat of disrupting the academic process, a student may be externally suspended pending a further disciplinary review process that may result in that student being dismissed.</p> <p>When students return to the classroom after a suspension they will be expected to meet with the Head of School, Head of Section, and/or School counselor to discuss what they learned from reflecting upon the situation and what restorative practices the student will complete to demonstrate their commitment to the School community.</p>
<p>Out-of-School Suspension</p>	<p>Under certain conditions, students may need to be temporarily removed from the MIS community. An out-of-school suspension is a serious disciplinary response and the School may place conditions on a student’s return to campus. An external suspension has a normal duration of one to three days.</p>

	<p>During their time away from the community, they are expected to focus on the issues which have led to their separation and to follow instructions/requirements given by School officials. Typically, this will require a written request to return to the community. This request should demonstrate several things; an understanding of the seriousness of their infraction, a statement of how they used their time away from the School constructively, and a renewed commitment to the MIS Community.</p> <p>In some serious cases, such as when a student’s presence poses a danger to a person or property or poses an ongoing threat of disrupting the academic process, a student may be externally suspended pending a further disciplinary review process that may result in that student being dismissed.</p> <p>When students return to school after a suspension, they will be expected to meet with the Head of School, the Head of Section, and/or the School counselor to discuss what they learned from reflecting upon the situation and what restorative practices the student will complete to demonstrate their commitment to the School community.</p> <p>In some serious cases, such as when a student’s presence poses a danger to person or property or poses an ongoing threat of disrupting the academic process, a student may be suspended pending further disciplinary review which may result in expulsion/dismissal.</p>
<p>Behavior Contracts</p>	<p>In some cases, students will be issued a disciplinary contract in conjunction with their other consequences. At Magellan, we believe in working with our students to help them demonstrate their commitment to remaining a member of the Magellan community by meeting the terms of a contractual relationship between the student and the School.</p> <p>Receiving a disciplinary contract is a serious warning. It means that a student’s conduct has been contrary to the best interest of the student and/or the School. The contract will clarify what commitment(s) the student will make in order to remain a member of our community. The contract will be signed by the Head of Section, the student, and the parents.</p> <p>In some instances, especially in the case of repeated violations, a disciplinary contract will be issued in the form of a conditional enrollment letter. Because students on discipline contracts have already demonstrated behaviors that are not in the best interest of the community, violation of a conditional enrollment is considered a major rule violation and will result in a disciplinary response. Violation of a conditional enrollment letter may result in a referral for expulsion.</p>
<p>Expulsion/Dismissal</p>	<p>In all cases of violations of major school rules, dismissal from MIS may be a consequence. Final decisions regarding dismissal are made by the Head of School (or the Head’s designee). Students who have been dismissed are not allowed on the MIS campus until after the scheduled culmination of their class unless they are given special permission from the Head of Section.</p>

	<p>The student who demonstrates major and persistent behavioral difficulties in the course of the academic day (homeroom, specialist classes, playground, etc.), and whose behavioral difficulties persist despite the recommendations of the referral team, will be faced with dismissal for behavioral reasons.</p>
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Behavioral Expectations While Away From School

Students should be aware that they represent the School community at all times, both on and off campus. While it is not the School’s intention to monitor students in all of their off-campus activities, the School may take disciplinary action, including suspension or dismissal, in response to inappropriate conduct occurring outside of campus.

Parental Involvement with Disciplinary Matters

Disciplinary matters and student issues are handled directly by teachers, administrators, and appropriate staff. If a student is having an issue with another student, parents should not attempt to deal with the other student directly about that matter. Doing so may put a student in an intimidating situation and is best resolved, when appropriate, through a School administrator. Please speak to the appropriate School administrator for guidance with respect to any questions about contacting another student or parent about a School-related matter.

The School may contact parents to address both minor and more serious instances of misconduct, at any stage of the discipline process.

Disclosure to Community

For purposes of providing an opportunity for the student body to learn and grow, information about disciplinary consequences or other corrective action may be shared with the School community as deemed appropriate by school administration. Such announcements may be made in person, by electronic communication, or otherwise.

Disclosure to Next Schools

The School works closely with students and families to support the honest reporting of disciplinary matters to next schools. When a student applies to a next school, it is the obligation of the student and the student’s parents to notify such school about whether the student has ever been suspended or dismissed from, or experienced any significant change in status at, Magellan. If a student’s disciplinary status changes after applying to or being accepted to a next school, Magellan similarly expects the student and student’s family to notify such school of the student’s discipline. Magellan may, in its sole discretion, also communicate with any secondary or next school, or any other educational institution, regarding the student’s disciplinary record.

VII. STUDENT HEALTH AND SUPPORT

School Nurse

There is a full-time school nurse on staff at the Anderson Lane campus and a part-time school nurse on staff at the Chimney Corners campus. The nurse evaluates students who become ill or have an accident resulting in an injury during the school day. The school nurse contacts parents as appropriate and is available five days per week. Nursing services are provided from 8:15am to 3:15pm at the Anderson Lane campus and 8:00 am to 12:00 pm at the Chimney Corners campus. The nurse is responsible for ensuring that all student medical forms including immunization records, annual well-child exam documentation, and screenings (hearing, vision, diabetes and spinal) are current and on file to meet state compliance requirements.

General Illness

Students should attend school when they are in good health and capable of participating in all School activities. Students should stay at home when they are ill for both the student's and the community's health. Students displaying one or more of the following symptoms or illnesses should stay at home and the parents should notify the school nurse:

- Chicken Pox
- Common cold
- Conjunctivitis (Pink Eye)
- COVID-19
- Diarrhea
- Difficulty breathing
- Fever
- Fifth disease
- Hand, Foot, and Mouth Disease
- Impetigo
- Infections (wound, skin, soft-tissue)
- Influenza
- Mononucleosis
- Mouth sores
- Pertussis (whooping cough)
- Pinworm
- Ringworm
- Scabies
- Signs of communicable disease such as Hepatitis, Meningitis, Rubella, Salmonella, Tuberculosis, etc.
- Strep throat
- Vomiting

Please refer to the [Texas Administrative Code](#) for a full list of communicable conditions requiring exclusion from school attendance.

For the protection of all children and staff, we ask that parents notify the School as soon as possible if their child or anyone in their household has developed a communicable disease so we can help determine its potential impact on the broader Magellan community.

If a student becomes ill while at school, the student will be given immediate attention, removed from the classroom, and parents will be notified to arrange for the student to be picked up as soon as possible. Students should be picked up within one hour of being notified. Parents will also be notified of an illness or injury that may require follow-up medical care.

Below are guidelines for a student to return to school for the most commonly observed conditions:

- **Fever:** Students must be symptom free and fever free for 24 hours without the use of fever reducing medications before returning to school. A temperature of 100 degrees F or above is considered a fever.

- **Conjunctivitis (Pink Eye):** Students must be on antibiotic eye drops or ophthalmic ointment for 24 hours before returning to school.
- **COVID-19:** Students must be at home until **5 days** have passed since symptom onset (day 0 is onset of symptoms or positive test results without any symptoms), be fever-free for at least 24 hours without any fever-reducing medication, and have significantly improved symptoms or remain asymptomatic. Students need to continue wearing a mask for an additional 5 days after returning to school until 10 days have passed since symptom onset or positive test result.
- **Influenza:** Students must have significantly improved symptoms and be fever free for 24 hours without the use of fever reducing medication before returning to school.
- **Vomiting:** Students must be symptom free (no vomiting episode) for 24 hours before returning to school.
- **Gastroenteritis:** Students must be home until diarrhea free for 24 hours without the use of diarrhea suppressing medications.

Health Records and Forms

The School requires proof of the following health documentation:

- An annual physical examination from a licensed physician that is completed within the last year from the student’s most recent birthday. Physicians should complete [Magellan’s Required Annual Health Documentation](#) form.
- Proof of up-to-date immunizations for every student (please see below for a more detailed policy on immunizations).
- Proof of hearing, vision, diabetes and spinal screenings by the student’s physician or certified license provider. These screenings are required by the Texas Department of Health for children four and above at the following grades (please see below):

State Vision and Hearing Screening Requirements

Who must be screened	When screening must be completed
<ul style="list-style-type: none"> ● 4-year olds by September 1st. ● Kindergartners ● Any other first time entrants (4-years through 12th Grade) 	Within 120 days of admission
1st, 3rd, 5th, and 7th graders	Any time within the school year (preferably within 120 days)

State Spinal Screening Requirements

Who must be screened	When screening must be completed
Female students two times	<ul style="list-style-type: none"> ● Age 10 (or fall semester of grade 5) ● Age 12 (or fall semester of grade 7)
Male students one time	<ul style="list-style-type: none"> ● Age 13 or 14 (or fall semester of grade 8)

State Diabetes Screening Requirements

Who must be screened	When screening must be completed
All students	1st, 3rd, 5th, and 7th graders

Please refer to the [State Vision, Hearing, and Spinal Screening Requirements](#) and [Diabetes Screening Requirement](#).

Students with incomplete health records may be excluded from school until their records are received and current.

In addition, families are asked to provide the School with information about the student's overall physical and emotional health. In part, this information is obtained to comply with state law; it is also needed to keep the School well-informed of the health of all students. The School is sensitive to the privacy of this information. Please refer to the Confidentiality policy in this Handbook for more information about how this information is used.

Immunizations

In accordance with Texas law, the School requires **all students to provide proof of up-to-date immunizations or a certificate of exemption (affidavit) before attending school.** Proof of immunization should be recorded on an official immunization record signed by a medical professional. A student with a qualified religious and/or medical exemption must provide the School with an Exemption from Immunizations Affidavit, pursuant to state law.

Exemption for Medical Reason

- An affidavit for exemption due to medical reasons must be signed by a medical professional, attesting that the student is exempt from a specific vaccine(s) because of medical reasons.

Exemption for Reasons of Conscience

- An affidavit due to exclusion for reasons of conscience, including a religious belief, must be signed and notarized by the department stating that the child's parent/legal guardian declines vaccinations for reasons of conscience, including because of the person's religious beliefs. Each immunization the parent or legal guardian declines must be individually indicated on the affidavit. A hard copy of the affidavit must also be on file at the

Please click here to view instructions on how to [request an affidavit](#) for immunizations.

Students who do not provide proof of up-to-date immunizations or qualify for an exemption will not be permitted to attend the School or participate in any School activities.

If there is a risk of a vaccine-preventable disease impacting campus or the School community, the School may, in its sole discretion, exclude non-immunized students, including those with valid religious or medical exemptions, from school and all School activities. Excluded students will not be permitted to return until (1) the danger of the outbreak has passed; (2) the student becomes ill with the disease and completely recovers; or (3) the student is immunized. In determining whether there is a risk of a vaccine-preventable disease, the School may consult with appropriate medical professionals and/or the Texas Department of Health.

Communicable Illnesses

The School may also exclude any student who (a) has a communicable illness, (b) has been exposed to an infected person, and/or (c) has traveled to an area impacted by a communicable illness, if the School determines, in its sole discretion, that such exclusion is appropriate for the welfare of the student or the School community. The School may

also screen students or require students to be screened by appropriate medical professionals to determine whether they pose a risk to the community. The School's decisions shall be based on current and well-informed medical judgments concerning the illness, the risks of transmitting the illness to others, the symptoms and special circumstances of each individual who has a communicable illness, and an analysis of the identified risks and available alternatives for responding to an individual with a communicable illness.

If and when appropriate, the School will disseminate information to students and families regarding campus health and safety issues through regular internal communication channels. For example, the School may provide families with information about the nature and spread of communicable illnesses, including symptoms and signs to watch for, as well as required steps to be taken in the event of an epidemic or outbreak. We encourage all parents and guardians to contact medical professionals with any questions or concerns about communicable illnesses or immunization issues.

Medications at School

Students may not bring, and will not be permitted to maintain, medicine of any kind with their personal belongings. Parents are expected to attend to students' medication needs outside of school whenever possible; however, if a student must take a daily prescription medication, parents are expected to provide the School with an [Administration of Medication](#) form signed by the student's doctor and parent(s). The school nurse, in collaboration with the parent/legal guardian and the student's physician, will establish an individualized medication administration plan for any students who must take medications at school.

A responsible adult should deliver medications to the School in a pharmacy or manufacturer-labeled container. Please ask your pharmacy to provide separate bottles for School and home. Medications will be dispensed by School nursing staff or by School personnel who have been designated and trained in accordance with the School's policy regarding delegation of prescription medication administration. Medications should be picked up at the end of the school year. **Any medications left after one week of School closure in June will be discarded.**

Self-Administration of Medication During School Hours

- For any student requesting medication self-administration privileges while on School property or during School-sponsored trips, the school nurse, in collaboration with the parent/legal guardian and the student's physician, will also establish an individualized medication administration plan. The student will be involved in the decision-making process and the student's preferences respected to the maximum extent possible.
- In a collaborative effort, the school nurse together with the student, the student's parent/legal guardian, and physician will determine the student's understanding of the student's medication(s) and competency in the administration of the student's medication(s). Based on this determination, the school nurse will allow or disallow self-administration privileges in accordance with state and federal laws.
- It is the sole responsibility of the parent/guardian to notify the school nurse in order to update the student's medication administration plan with respect to any medication(s), dosing revisions, and health status changes.

Misuse of the privilege to self-administer medication(s) will result in immediate revocation of said privilege(s). The School will not assume any responsibility for students not in compliance with this medication self-administration policy.

Food Allergies

Parents of children with food allergies must notify the School by completing the Student Health History Form and Anaphylaxis Allergic Reaction Information available in TADS. When a child's food allergy requires medication (Benadryl, EpiPen, Auvi-Q, or Adrenaclick), parents must also fill out the [Anaphylaxis/Allergic Reaction Form](#) and supply the

necessary medication to the school. All emergency medication must be at school at all times and no later than the first day of school. Magellan Staff and school nurses are trained on how to administer epinephrine auto-injectors in case of an anaphylactic reaction and will call 911 at the parent's expense.

Parents are encouraged to communicate with their child's teacher(s) about their child's allergies. Children are not allowed to share food at school to reduce this risk.

To understand the difference between a food sensitivity and food allergy, please refer to guidelines by the [American Academy of Asthma. Allergy & Immunology](#).

Asthma Management

Parents of students with asthma should contact the school nurse prior to the start of school to discuss an asthma management plan. The following information is required to be completed and on file:

- [Asthma Information](#) form
- Current [Asthma Action Plan](#) signed by licensed physician and parent.

Sun Protection

Parents are strongly encouraged to apply sunscreen (SPF30 or higher) to their children every morning before coming to school. We also recommend that children wear hats when playing outdoors. These measures will help protect your children from overexposure to UV radiation. If your child requires re-application of sunscreen during school hours, a medication authorization form [Administration of Medication](#) must be completed and submitted to the health office.

Acute Illness

Students who have a severe, acute illness or diagnosed medical condition should attend school when they are medically cleared and stable by a licensed physician. If applicable, each student should provide a care plan to be on file with the nurse including the following information:

- Documentation of specific acute illness or diagnosed medical condition.
- List of current medications. If any current medications need to be administered during school hours, please refer to the section **Medications at School**.
- Documentation of any activity restrictions or medical clearance to participating in all school activities (e.g. physical education, use of playground structures) by a licensed physician.

COVID-19

- For students, experiencing symptoms and suspected of having COVID-19 may return to school when the following criteria have been met:
- 5 days have passed since symptom onset (day 0 is onset of symptoms or positive test results without any symptoms).
- Fever-free for a minimum of 24 hours without use of fever-reducing medication
- Significantly improved symptoms or asymptomatic
- Students need to continue wearing a mask for an additional 5 days after returning to school until 10 days have passed since symptom onset or positive test result.

Mononucleosis (Mono)

- Students recovering from Mono must be fever free for 24 hours without the use of fever-reducing medication and be medically cleared before returning to school.

- Students participating in athletic activities must also provide a Return to Sports plan to gradually resume normal physical activity. This plan should be outlined by the student’s physician to be on file with the school nurse, PE teacher, and coach.

Surgery

Students who are recovering from a recent surgery should attend school when they are medically cleared and stable by a licensed physician. If applicable, each student should provide a care plan to be on file with the nurse including the following information:

- Type of surgery
- List of current post-op medications. If any current medications need to be administered during school hours, please refer to the section **Medications at School** section.
- Detailed wound care instructions and supplies to be stored at the nurse's office if wound care management is needed during normal school hours.
- Documentation of any activity restrictions or medical clearance to participating in all school activities (e.g. physical education, use of playground structures) by a licensed physician.
- Students participating in athletic activities must also provide a Return to Sports plan to gradually resume normal physical activity. This plan should be outlined by the student’s physician to be on file with the school nurse, PE teacher, and coach.

Medical Marijuana

The School treats the use of medical marijuana by students similarly to the way the School handles the use of other prescription medications: parental consent is required and the student must have a care plan from a licensed physician on file with the school nurse covering the use of medical marijuana. Because the use of medical marijuana is subject to additional regulations beyond the regulations in place for the use of other lawful, prescription medications, students with a valid authorization to use medical marijuana may only use medical marijuana in their homes or in a medical treatment facility that permits such use; students may not use medical marijuana or possess any related paraphernalia while on the School campus or while attending any School-affiliated or School-sponsored events, whether on or off campus.

If, in the School’s judgment, a student is impaired due to the influence of medical marijuana while at school or while participating in a School-sponsored or School-affiliated activity, the School may send the student home.

Counseling Services

School counselors are available to speak with students to help facilitate educational, social, and emotional support, on an as-needed basis. In addition, the School may require a student to see a school counselor. School counselors are part of a team of faculty members and administrators who collaborate with respect to students’ educational experience at the School. As part of this collaborative effort, school counselors may share information obtained from parents and students on a “need-to-know” basis with other employees of the School and a student’s parents.

The school counselors are not engaged as any student’s private therapist. Please refer to the Confidentiality policy in this Handbook for more information.

Should the School determine that it is in the best interest of a student to obtain services of a psychologist or other mental health professional not employed by the School, a school counselor may assist parents in a referral for such services.

The school counselors are also available to talk with parents on issues regarding their children, and hold parent discussion groups on various topics.

Other Counseling

The School maintains a list of referrals for educational, intellectual, psychological, or speech and language evaluations, should parents wish to consult with the School regarding such an evaluation. Parents who need guidance in this area are encouraged to consult the Student Support Resources team (Learning Specialists and Counselors) and the Section Head or the Head of School. It is recommended that the results of such evaluations be shared with School personnel so that appropriate recommendations can be implemented.

Medical Leave

A medical leave from school may be appropriate in case of serious illness, bodily injury, or mental health condition, as determined in accordance with this policy. Decisions about granting or requiring a medical leave, or reinstating a student who has been on leave, rest with the senior administrators, the school nurse, and the school counselor; they will be guided by the principal goal of a medical leave: to give the student the opportunity to regain health and thereby function consistently, productively, and safely at school. In the absence of a treatment plan that, in the School's opinion, meets these needs, the School may decline to grant a medical leave request, and instead require the student to withdraw.

A student's family may request medical leave. The School requires that any request for medical leave be accompanied by sufficient supporting documentation (as determined by the School in its sole discretion) to allow the School to evaluate the leave request, including, but not limited to, at least the following information:

- (a) A recommendation from the student's treating medical professionals that the student would benefit from taking a medical leave
- (b) A description of how the student's medical condition limits the student's ability to participate in required academic or extracurricular activities
- (c) The plan for treatment of the student's medical condition
- (d) An anticipated date for the student's return
- (e) Any restrictions upon student's return to school

In certain situations, the School may require that the student be evaluated and subsequently placed on medical leave. The School may initiate a discussion of a leave of absence in circumstances including, but not limited to:

- When mental health or physical symptoms are or may be impeding a student from functioning appropriately academically;
- When a physical or mental health condition interferes with a student's attendance at school;
- When a student behaves in ways that may be self-destructive or dangerous to others;
- When a student is not engaged in treatment that the School has made a condition of attendance, after the student has been evaluated by medical and/or mental health professionals, who have deemed such treatment appropriate; or
- When a student exhibits symptoms or behavior that is of concern to the School.

This initial discussion may include, in the School's sole discretion, the student's advisor, senior administrators, the school nurse, the school counselor, the parents, or the student, as deemed appropriate. The purpose of this initial discussion is to establish the steps that the family is taking to ensure that the student is well enough to participate fully in life at school; and further steps that the School may require if the situation does not improve.

The School may require the family (parents and student) to enter into a medical leave agreement detailing the parameters of any leave. The agreement may include conditions and requirements for the student's return to school. While a student on leave is excused from attending class, the student must make arrangements to make up missed work

either while on leave (if possible) or upon return. While the School will strive to minimize academic disruption, the School may require that a student drop a course or courses if a prolonged absence will make it difficult for the student to satisfactorily complete the requirements of the course. To return to school from a medical leave, a student must provide a thorough, written professional evaluation of the student's current mental health and/or medical condition from the physician, psychiatrist, or other professional who treated the student during the medical leave. The School may require additional evaluation by a physician or mental health consultant of its choosing. The guiding principle of re-admission from a medical leave is the School's confidence that the student can return safely; and that the student's return will not compromise the student's continued recovery, interfere with the School's ability to serve other students' needs, or place an undue burden on the School. The decision regarding any student's return to the School from a medical leave remains in the sole discretion of the School. As a corollary to this principle, a student whom the School determines can safely participate in the regular school day may nevertheless be restricted from participation in overnight field trips or other residential-style School activities.

Head Lice

The School does not have a "No-nit" policy. The Centers for Disease Control and Prevention (CDC), the American Academy of Pediatrics (AAP), and the Texas Department of State Health Services (DSHS) support that there is little evidence that exclusion from school reduces the transmission of head lice (Texas Department of State Health Services, 2014). Head lice are common for children ages 3-12 but are not a health hazard and are not responsible for the spread of any disease. They do cause embarrassment, misunderstanding, and many unnecessary days lost from work and school. "No-nit" policies which keep kids with lice home as long as they have any evidence of an infestation do not benefit students or their classmates and "should be abandoned" (AAP, 2015).

The goal of lice prevention and control in schools is to limit the spread of lice from one student to another student through accurate diagnosis, and meaningful and consistent communication and education (AAP, 2015). Lice control takes teamwork among home, school, after-school programs, and events in private or public locations, including student visits in each other's homes. A student with lice may stay in school; however, activities in which the student will be in contact with other classes may be limited to reduce the chance of spread.

Once lice has been identified, the student should receive one treatment with anti-lice shampoo at home prior to returning to school the following day. It is recommended a repeat treatment be completed at home nine days afterwards to kill any new lice that have hatched from eggs.

Questions regarding Magellan's Lice Policy, Protocol, and Procedures should be directed to the school nurse.

Toilet Training (Preschool)

All children must be toilet trained by the time they begin school. This means they must be able to determine when they need to go to the bathroom and be able to express that need to a teacher. They should also be able to deal with their clothing and their own toileting needs.

Medical Emergencies

If a child becomes ill or is injured while at school, Magellan staff and the school nurse will provide appropriate first aid. In cases of a life-threatening injury or extreme emergencies, measures will be taken to protect the safety of all, and 911 will be called.

The school nurse will attempt to contact parents regarding illness or injury, minor or serious, but in circumstances that warrant immediate attention when the School is unable to reach the parents, designated emergency contacts, or the student's physician, the School nurse may be consulted to determine appropriate management. In the event of a serious

emergency, an ambulance will be called, the student will be taken to the nearest hospital emergency room, and at least one parent will be notified immediately. Emergency situations arising on campus will generally be referred to Dell Children's Medical Center.

When the illness or injury is minor, but cannot be treated at school, the parents will be contacted to pick up their child. The School may call an ambulance if a student needs immediate medical attention beyond what the School can provide, and the student's parents and emergency contacts are unavailable or otherwise not responsive.

The School neither diagnoses nor treats injuries that occur on non-school time, but does offer temporary first aid for problems that arise during school. If a student complains of a persistent earache, sore throat, rashes, or joint pain, such complaints warrant a call to the student's pediatrician.

Parents are expected to keep Emergency Forms up-to-date. Please remember, it is most important that the School have current home, work, and cell phone numbers for parents or others (relatives, friends, or neighbors) who routinely assume temporary care of the student if the student's parent(s) cannot be reached.

VIII. PHYSICAL EDUCATION AND ATHLETICS

Physical Education

Physical education is an integral part of the School's curriculum and is designed to provide optimum growth and development for each student. Therefore, every student is expected to participate. A student who is ill or injured will be excused only if the student has a note from home, the school nurse, or a doctor.

Students are responsible for having appropriate and necessary clothing and sneakers for each class. All clothing should be labeled with the student's name.

Athletics

Students in grades 4 and above have the opportunity to participate in various interscholastic and intramural sports. By participating in sports, students develop their individual skills, increase their knowledge of a sport, and enhance their self-esteem in an environment intended to inspire students to pursue personal excellence. Through goal setting, teamwork, succeeding, and failing, students may learn more about themselves, as well as others, and often apply the lessons learned on the field or court to other areas of their lives.

The School typically offers the following team sports:

Fall - Volleyball, Flag Football, Cross-Country

Winter - Basketball

Spring - Track and Field, Soccer, Ultimate Frisbee (Club)

Teams practice on Monday, Tuesday, Wednesday, and Thursday from 3:40-5:30. Students are expected to attend every practice. If a student needs to be excused from practice, they must speak to their coach ahead of time.

Sportsmanship

Athletics enhance the overall educational experience and build well-rounded students and leaders. Integrity, fairness, and respect—these are the principles of good sportsmanship. With them, the spirit of competition thrives, fueled by honest rivalry, courteous relations, and graceful acceptance of the results. Sportsmanship goals include:

- Developing a sense of dignity under all circumstances;
- Respecting the rules of the game, the officials who administer the rules, and their decisions;
- Respecting opponents as fellow students and acknowledging them for striving to do their best while students seek to do their best at the same time;
- Looking at athletic participation as a potentially beneficial learning experience, whether a win or loss;
- Educating other students and fans to understand the rules of the game, and the value of sportsmanship; and
- Accepting the personal responsibility that comes with one's actions on the court/field.

The School also encourages parents to act in a sportsman-like manner. As such, the School hopes parents will:

- Realize that athletics are part of the educational experience, and the benefits of involvement go beyond the final score of a game;
- Encourage students to perform their best, just as we would urge them on with their classwork, knowing that others will always turn in better or lesser performances;
- Participate in positive cheers and encourage our athletes, and discourage any cheer that would redirect that focus;
- Learn, understand, and respect the rules of the game, the officials who administer them and their decisions;

- Respect the task our coaches face as teachers, and support them as they strive to educate our youth;
- Respect our opponents as students, and acknowledge them for striving to do their best; and
- Remember that we would all like to be victorious in every situation we face in life, but just like in athletic competition, sometimes we fall short.

Students, parents, teachers, and coaches are all expected to refrain from:

- Use of profanity or displays of anger that draw attention away from the game;
- Booing or heckling an official's decisions, criticizing officials in any way, or displaying temper with an official's call;
- Trash talking or yelling that antagonizes opponents;
- Using verbal abuse or intimidation tactics;
- Disrespectful or derogatory yells, chants, songs, gestures, signs, posters, or banners;
- Any distracting activity such as yelling, waving arms, or feet-stomping during an opponent's free-throw attempts or other solo efforts; and
- Use of artificial noisemakers of any kind.

Parent-Coach Communications

As with parent-teacher and parent-advisor relations, athletics promote the establishment of good communication between parents and coaches. It is assumed that parents and coaches will understand their respective roles in order to best support our athletes. In an effort to promote effective communication, the following guidelines should be followed:

Parents may expect to learn from coaches information about:

- The coach's and program's philosophy;
- Individual and team expectations;
- Location and times of all practices and games;
- Team requirements (i.e., practices, equipment, off-season conditioning);
- Procedures regarding injuries during practices/games; and
- Discipline that may result in the denial of participation.

Parents are expected to:

- Express concerns directly to the coach;
- Notify coaches well in advance of any schedule conflicts;
- Support the program; and
- Encourage students to strive for excellence.

Appropriate concerns for parents to discuss with coaches include, but are not limited to:

- Students' psychological or physical treatment;
- Ways to help students develop and improve;
- Questions about the coach's philosophy; and
- Concerns regarding students' behavior during athletics.

Inappropriate concerns for parents to discuss with coaches include, but are not limited to:

- The amount of playing time for students;
- Team strategies or play calls; and
- Other student-athletes.

If a parent has a concern to discuss with a coach, the parent should call to set up an appointment with the coach. If the coach cannot be reached, a parent should call the **[insert appropriate contact]**, who will help to set up a meeting with the coach. **Parents should not confront a coach before, during, or after a practice or game.** If, after meeting with a

coach, a parent still has concerns, the parent should call and set up an appointment with the Director of Athletics to discuss the situation.

Sports Clothing and Equipment

- For practice, students are required to wear appropriate clothing aligned with the sport requirement(s) set by the Head Coach.
- Cleats are required for soccer and flag football. Metal cleats are not allowed.
- Student-athletes are also required to have the appropriate sports equipment for their sport (i.e., knee pads, mouth guard(s), etc.).
- At the beginning of the season, all players will be issued a team uniform, which they will be responsible for maintaining. Uniforms will be worn only on game days and will be collected at the end of the season. Any student-athlete who has not returned the athlete's uniform, or has returned it in poor condition, will be billed through the Business Office.
- **Jewelry may not be worn during practices and/or during competitive events.**
- All student-athletes who wear glasses when playing any sport must have polycarbonate lenses in their frames. No substitute is acceptable. A note from the student's optometrist or a receipt stating that the lenses are polycarbonate must be mailed to the **[insert appropriate contact]** prior to a student's participation in athletic activities.

Head Injury/Concussion Policy

A "concussion" is a complex disturbance in brain function, due to direct or indirect trauma to the head, related to neurometabolic dysfunction, rather than structural injury. Most individuals who experience a concussion can recover completely as long as they do not return to play or return to learn prematurely. The effects of repeated concussions can be cumulative, and after a concussion, there is a period in which the brain is particularly vulnerable to further injury. If the individual sustains a second concussion during this period, the risk of permanent brain injury increases significantly.

As such, the guidelines outlined below should be followed to ensure that students are identified, treated, and referred appropriately, receive appropriate follow-up care during the school day, and are recovered prior to returning to full activity.

Concussion Awareness

Concussions and other brain injuries can be serious and potentially life threatening. If managed properly, most athletes can enjoy long careers in sports after a concussion. If not managed properly, research indicates that these injuries can also have serious consequences later in life.

A concussion occurs when there is a direct or indirect injury to the brain. As a result, transient impairment of mental functions such as memory, balance/equilibrium, and vision may occur. It is important to recognize that many sport-related concussions do not result in loss of consciousness and, therefore, all suspected head injuries should be taken seriously. Coaches, parents, and fellow teammates can be helpful in identifying those who may potentially have a concussion, because a concussed student-athlete may not be aware of the athlete's condition or may be trying to hide the injury to stay in the game or practice.

Second-Impact Syndrome (SIS) results from an acute brain swelling that occurs when a second concussion is sustained before complete recovery from a previous concussion. Student-athletes who have mild symptoms or symptoms that have cleared are still at risk for developing brain swelling after a second impact to the head.

The School strongly recommends that all student-athletes and their parents **[read training materials provided by the School, watch videos or access online training materials provided by the School, or attend an in-person training at the School]** prior to participation in athletics at the School.

Signs and Symptoms

When a student-athlete sustains a concussion, the student may report one or more of the following symptoms: headache or “pressure” in head; double or fuzzy vision; dizziness; tinnitus (ringing in the ears); nausea; just doesn’t “feel right;” sensitivity to light and/or noise; feeling sluggish, foggy, or groggy; concentration/memory problems; and/or confusion.

When a student sustains a concussion, one or more of the following symptoms may be observed in the athlete: loss of consciousness; appears dazed or stunned; moves clumsily; unsure of score, opponent, date, etc.; cannot recall events prior to incident; cannot recall events after incident; answers questions slowly; confused about what to do—assignments, position, etc.; forgets an instruction; shows mood, behavior, or personality changes.

The School recommends that a student-athlete receive prompt medical attention for the following dangerous symptoms of a concussion:

- Loss of consciousness;
- Vomiting;
- Confusion;
- Convulsions or seizures;
- One pupil is larger than the other;
- Difficulty recognizing people or places;
- Extreme drowsiness or cannot be awakened;
- Any weakness or numbness; and
- Headache worsens or does not go away after 24 hours.

Management Procedures

The School strongly recommends that students take a pre-season baseline assessment for concussion that will remain on hand in the event of a concussion. It is also strongly recommended that parents and student-athletes take an online course prior to the start of each school year.

When a student-athlete shows any signs, symptoms, or behaviors consistent with a concussion, the student-athlete is expected to be promptly removed from practice or competition and evaluated by the school nurse and/or the student’s healthcare provider. At away events, when there is no qualified medical professional available, the coaching staff will typically abide by, “When in doubt, sit them out,” as recommended by the Centers for Disease Control. If any danger signs are exhibited as described above, the School will strive to contact a parent/guardian and will accompany the student-athlete to an Emergency Room by Emergency Medical Service.

Post-Concussion – Return To Play

The student-athlete must meet all of the following criteria in order to progress to activity:

- Symptom-free at rest and with exertion (including mental exertion in school).
- Have written clearance from the appropriate health care provider.
- Once the above criteria are met, the student-athlete will be progressed back to full activity following a stepwise process that includes:
 - Light aerobic exercise (stationary bike, swimming, etc. at <70% PMHR (predicted maximum heart rate)).
 - Sport-specific training (running, throwing, catching, body weight exercises).
 - Non-contact training drills; weight lifting (full non-contact practice).

- o Full-contact practice (controlled contact drills).
- o Game play (no activity restrictions).

Medical and Other Excuses

Any student who is to be excused from physical education or athletics must bring in a medical excuse signed by a doctor and present it to the school nurse. For the first day of an excused absence from physical education, a parent note is acceptable. For excused absences from physical education for more than one day, a doctor's note is necessary.

Communication

Please refer to the Athletic Calendar on the School's website which is updated regularly, or call the front desk for last minute changes due to weather and daily events.

IX. EXTRA-CURRICULAR ACTIVITIES AND SPECIAL EVENTS

Service Learning

The School explores and promotes experiential learning opportunities that serve local, regional, national and international communities.

The School uses a scaffolded service learning model that starts with participation in widely-structured projects and campaigns in Pre-school and Lower Primary. As students ascend in their learning journey, community service projects become more and more independently organized and run by students themselves.

Four large initiatives are embedded in the IBO curriculum:

1. PYP Exhibition - A large-scale process of inquiry, analysis, reflection, and team collaboration, that culminates in a presentation of students' findings and conclusions in front of School community.
2. MYP Community Project
3. MYP Personal Project
4. DP Creativity, Action and Service

Extracurricular Clubs & Activities - vary from year to year. Typical clubs include:

- Newspaper
- Chess
- Model United Nations
- Destination Imagination
- Entrepreneurs Club
- Drama Club

Competitive and Intramural Sports - may vary from year to year. Typical sports include:

- Volleyball
- Basketball
- Soccer
- Ultimate frisbee
- Flag football
- Cross country

Student Council

Student Council is a student-based civic organization designed to help promote school spirit and leadership among students. Student participation for our School's student council starts from 3rd Grade and goes through 8th Grade. Students from K-2nd grade vote for one of the 3rd Grade candidates.

The student council includes the following student roles: President, Vice President, Secretary, and Treasurer.

Students participating in all levels of the Student Council are expected to maintain a high standard of personal conduct and leadership qualities by serving as good examples of behavior through their words and actions. Student Council Representatives may miss class for meetings and are responsible for communicating this to appropriate teachers and make up the missed work.

All Student Council members will be expected to participate in approved activities, which will serve to enhance the quality of both the physical and behavior environment of the School. Students must be very responsible people who are willing to work hard and serve other students by representing their issues. The council does not have the power to change policies, only to voice student opinion.

The purpose of the Student Council is:

1. To develop positive attitudes and to practice good citizenship.
2. To promote harmonious relations throughout the entire school.
3. To improve student/faculty relationships.
4. To improve School morale and general welfare.
5. To provide a forum for student expression.
6. To plan and implement special events or projects.

School Trips

The School offers a variety of field trips during the school year. Parents are notified of upcoming trips off campus.

All School trips are required to be alcohol, drug, and tobacco free. Students participating in School trips are required to comply with all applicable School rules and all applicable laws. Parents chaperoning any School trips will be given chaperone guidelines.

Special Overnight Trips

The School offers yearly overnight trip experiences for students in fourth, sixth and eighth grades. These trips are managed by expert external providers vetted by the School and take place in the spring of each academic year. Student participation in overnight trips is optional. Overnight trip fees are covered by parents; students on financial aid receive proportional aid up to 50% to cover overnight trip expenses.

Overnight trips for sports meets, tournaments, special events and others, are determined by School administration on a yearly basis.

Dances

The following rules apply at all School-sponsored dances:

- Once they arrive at a dance, students are required to stay in the designated areas.
- Members of the parent community and faculty will be present at the dance and will be in charge at all times.
- Students may not leave the dance before it is over unless accompanied by a parent/guardian or other authorized person.
- Students may not leave a dance early and then return.
- Parents are encouraged to pick up students on time.
- Outside guests are not authorized to attend. Rare exceptions may be approved by the administration when requested in advance.

School-Sponsored Social Events -vary from year to year. Typical events include:

- Fiesta de bienvenida
- International festival
- Winter concert
- Annual Gala

Classroom Celebrations

With at least forty-eight hours' notice, parents may request the Lead Teacher or Class Advisor do something special with their child to celebrate their birthday. Teachers will endeavor to find an appropriate time of the school day for the celebrations or propose a different day and time should no options be available. No parties can be arranged that include goody bags, games, face painting, etc. Parents will be allowed to bring individual healthy snacks to share with their child's class. Do not bring cupcakes or candy. We ask that parents who bring birthday snacks notify the other parents in their child's class in advance, as we have students with allergies and special dietary needs.

X. GENERAL SCHOOL POLICIES

Leaves of Absence

Should a student's extended absence from school be necessary or desired, a leave of absence may be appropriate. A leave for medical reasons will be handled in accordance with the School's Medical Leave policy in this Handbook. The School may recommend or grant a request for a voluntary leave of absence for other compelling reasons. The initial request for a voluntary leave of absence should be made to the Section Head. The School requires sufficient supporting documentation prior to the approval of any leave. The sufficiency of any supporting documentation will be determined by the School.

The School makes the final determination as to whether to grant a leave of absence, as well as the duration of the leave and the conditions necessary for a student's return (including, but not limited to, whether the student must reapply for admission). Whether the period of leave is counted towards academic requirements for promotion and graduation will be determined by the School.

Leaves of absence may be noted in the student's educational record, including on the student's transcript. A leave of absence will not be used in lieu of disciplinary action to address violations of the School's community expectations, rules, or policies. Additionally, a student granted a leave of absence while on academic and/or disciplinary status may return on that same status.

Families remain financially responsible for tuition and other fees while the student is on a leave of absence.

Student Media Information

In order to portray its program accurately and vibrantly, the School makes a concerted effort to highlight the accomplishments of our students and faculty, as well as to publicize the strength of the entire program offered by the School, in a variety of media formats. Student Media Information—including student names, photographic images (for example, portrait, picture, video, or other reproductions), audio recordings of students' voices, video recordings of students, and/or reproductions of students' work and likenesses—may be used for educational and/or promotional purposes in print and electronic media. Outlets for publication of Student Media Information may include, but not be limited to, the School magazine, marketing materials, the School website, press releases, social media outlets (including, but not limited to, Facebook and Instagram), newsletters, and local newspapers.

As part of the Enrollment Contract, parents can indicate whether their children's image can be included for internal and/or external purposes. While the School strives to abide by parent/guardian wishes, we do not guarantee use of a student's name or image will never occur. Parents are asked to contact the School if they would like to opt out of the use of Student Media Information. Please understand that a decision to not allow the School to use student media information may impact a student's ability to participate in certain School activities and events.

Background Checks

With student safety as a priority, the School conducts state and national criminal history and sex offender registry checks on all current and prospective faculty and staff of the School who may have direct and unmonitored access to children, including any individual who regularly provides School-related transportation to students.

The School requires any volunteers who will work independently with students to undergo a state criminal background check. It is also School policy to require that volunteers with direct and unmonitored access to students undergo a fingerprint-based check, which is run through the Federal Bureau of Investigation, and provides access to national

criminal history databases. Examples of the types of volunteer activities requiring a background check include, but are not limited to, field trips and tutoring students one-on-one. A background check is typically not necessary for parent volunteers involved with larger School functions at which many adults are typically present, or in instances where there is only the potential for incidental unsupervised contact with students in commonly used areas of the School grounds.

These background checks require the completion of a brief application form and verification of a government-issued photographic identification, and are only conducted with the consent of an individual employee or volunteer. A volunteer's service, and an individual's employment, is contingent upon successful completion of the checks, which may take several days or weeks to process.

Child Abuse and Neglect Reporting

The School is committed to the highest standards of care for our students, and seeks to ensure that our students are protected from inappropriate or hurtful actions by adults responsible for their care, as well as by anyone else who may mistreat a student. In accordance with Texas law, all School employees are required to report suspected abuse or neglect of any student under age 18.

Texas law requires any person suspecting that a child has been abused or neglected to report such suspicion immediately to DFPS. Suspicion or belief may be based on factors including, but not limited to, observations, allegations, facts, or statements by a child, a victim, or a third party. Such suspicion does not require certainty or probable cause. The responsibility to report rests both on the School and also on all School employees. While a School employee may wish, and is indeed encouraged, to consult with the Head of School prior to making a report of suspected child abuse or neglect to DFPS, all employees are required to report their reasonable suspicions to DFPS, even if the Head of School may not agree with the employee's concerns.

The School is committed to the highest standards of care for its students, which includes protecting students from inappropriate or hurtful actions by adults responsible for their care.

Emergencies on Campus and Inclement Weather Communications

Any urgent health or safety announcements will be communicated to parents via SMS text messaging and email based on the contact information provided by parents. is closing due to unforeseen circumstances (e.g. weather, facilities failure) In case of fire, explosion, or natural disaster, the staff's first responsibility is to evacuate the students to an assigned safe area. An evacuation map will be posted in every classroom close to one of the exit doors.

In cases of social unrest or unsafe situations surrounding the School building, a member of the leadership team or administrative team on site may declare a lockdown. This means that all students and staff will remain indoors (away from windows) at the center of each classroom until the emergency has passed. In addition to monthly fire drills, severe weather drills are performed twice a year. Lockdown and lockout drills are conducted once a year.

Campus and Student Safety & Security

The Campus Managers, Maintenance Technician, and/or Head of Sections will initiate the School's daily activities every morning by making a round through the playgrounds and the building to help ensure that there are no hazardous materials or equipment in each location.

Teachers generally collect and organize all materials/equipment after each activity to help ensure that toys and materials are in good condition and free of rough edges and paint chips. Maintenance of all facilities is conducted on a regular basis following local and state regulations.

All chemicals and cleaning supplies are clearly labeled and placed out of reach in a locked location. All electrical outlets are covered and hazardous equipment is placed out of the reach of students.

Surveillance Cameras on Campus

The School has installed video cameras at certain open and public spaces on campus, such as official entrances to the School's campus, as well as at key campus crossroads. The School seeks to balance the security, safety, and other benefits derived from the use of video surveillance with any privacy concerns of the School's employees, students, families, and guests. In all cases, security equipment is used in a manner that adheres to legal statutes and ethical standards where the right of privacy is concerned, and is not used where there exists a reasonable expectation of privacy, such as in restrooms, locker rooms, etc. In addition, all entrances to the School's campus are posted with signs notifying School community members and other visitors that there are video surveillance cameras actively in use on campus. These surveillance cameras record visual footage in each location, but do not record any sound or other audio.

Search and Seizure

The School may conduct a search of a student and/or the student's belongings, including personal items, such as bags and backpacks, personal electronic devices, and other effects, if the School suspects a student may be violating the law or violating a School rule or code of conduct. Lockers are the property of the School. Students exercise control over their lockers from other students, but not from the School and its officials. As a result, the Head of School, Section Heads and their designees, as well as law enforcement officials, may search lockers as the School determines may be appropriate, which may include random searches. The School and law enforcement officials may seize items that may jeopardize the safety of others or property, or constitute a health hazard.

Parking on School premises is a privilege, not a right. As such, any person who operates a vehicle on School property or in connection with any School-related activity is agreeing that the School may inspect and search the vehicle and its contents without notice and without further consent.

Lesbian, Gay, Bisexual, and Transgender Students

The School strives to provide a safe and supportive environment that will help students succeed academically and socially. To that end, the School promotes respect for all people, and will not tolerate harassment or bullying based on actual or perceived sexual orientation, gender identity, or gender expression. This is the case whether the bullying or harassment takes place on or off campus, including cyber-bullying through the use of electronic technology (on or off the School's campus, and on or off the School's network). Particularly with respect to transgender and gender non-conforming students, the School will work closely with students and their families to strive to honor their wishes with respect to use of School facilities, access to gender neutral restrooms, participation in athletics, accuracy of student records, use of preferred name and pronouns, and privacy, in accordance with applicable law, and to the extent that the School's campus facilities reasonably permit.

School Communications

All Magellan Communications will be centralized through the Advancement Office and include information about the school overall and items specific to certain grades or classes, including: monthly newsletter, school calendar, blog posts, volunteer opportunities, and family directory listing.

Classroom Parent Communications

Room parents serve as conduits between the school and parents within their class and coordinate communications within each classroom such as class specific celebrations, play dates, classroom or teacher needs. Room Parents are

organized through the MIS Parent Association and should follow the Room Parent Guideline document provided by the MISPA Room Parent coordinator at the beginning of each academic year.

Communications Regarding Child Accidents at School

In the case where a child is involved in an accident at school, accident reports are to be filled out immediately after a child receives care from the nurse by the teacher or staff member witnessing the incident. This report is sent to parents for signature and a copy filed with the nurse in the child's health files.

Issue Resolution

In situations where concerns or situations arise related to the educational experience of a child, families should try to resolve the issue by proceeding through the following staff members until the issue is resolved:

1. Lead or subject teacher
2. PYP or MYP Coordinator
3. Head of Preschool, Head of Primary, or Head of Middle School
4. Head of School

Parents should expect an acknowledgement of their outreach within two school days. Please note: To respect the work-life balance of MIS faculty and staff, responses after 6 PM and on the weekends are not customary.

Parent Feedback or Commendations

Magellan welcomes both positive feedback and constructive criticism from community members. Your feedback will be routed to the appropriate leadership team member for review, and follow up, if appropriate. [Please submit commendations or recommendations through this form.](#)

Records Request/Records Release

Requests for student records from another school must first be submitted to the Director of Admissions in writing complete with the parent's signature via the School's Records Request Form. Magellan will not release records to another school without written consent from the student's parents. If the requesting school would also like teacher evaluation forms from the student's current teachers, these forms must also first be submitted to the Director of Admissions, who will disseminate the forms appropriately and mail to the requesting school.

The School will release student transcripts directly to custodial parents upon written request to Section Head and/or Admissions office.

Please note that consistent with the terms in the Enrollment Contract, copies of transcripts and other academic transfer records will not be released until all outstanding financial obligations to the School have been satisfied.

Confidentiality

Members of the School community commit themselves to maintaining appropriate professional tact and discretion with regard to confidential information they receive. However, confidential information may be disclosed to the Head of School, appropriate administrators, outside professionals, law enforcement officers, parents, and others when there is a compelling reason for doing so, including, without limitation, in cases of health and safety emergencies (when students or others are in imminent danger of harm); when there is concern about a student's ability to function academically, emotionally, physically, and/or mentally within the School environment; or when legal requirements demand that confidential information be revealed.

Asbestos Hazard Emergency Response Act

This notification is required by the Asbestos Hazard Emergency Response Act (AHERA, 40 CFR Part 763 of Title II of the Toxic Substances Control Act). Asbestos Management Plans have been developed for the School. These plans are available and accessible to the public at the School's Operations Office.

This notification is required by law and should not be construed to indicate the existence of any hazardous conditions in our School buildings.

XI. FAMILY INVOLVEMENT

Community Ethics

Magellan is fortunate to have supportive and engaged parents, faculty, and staff. Educating children is a process that involves a partnership between home and school and understands the importance of a good working relationship to model and instill students with the necessary skills for adulthood. For these reasons, we welcome and encourage parents to participate fully in the life of our school. Collectively, parents, faculty, and staff must work together to ensure a safe and positive school environment for our students reflective of the IB Profile Attributes and our School's Values. As such, members of our community should strive to be Principled, Open-Minded, Caring, and Reflective in their communications and actions towards others at all times. These expectations include:

- **Sharing in the School's vision.**
 - Support the mission of the School and the School's philosophy, policies, and procedures.
 - Work together for the benefit of students. This includes approaching the School to resolve any issues of concern and to discuss and clarify specific events in order to bring positive solutions.
 - Reinforce the School's policy on student behavior.
 - Support the School's disciplinary process, and understand that the School's authority in such matters is final.
 - Respect the learning environment appropriately.
 - Be supportive of the School's commitment to a diverse and inclusive community.
- **Providing a home environment that supports the intellectual, physical, and emotional growth of the student.**
 - Create a schedule and structure that supports a student's study and completion of homework requirements.
 - Be aware of and help moderate the student's online activities and use of computers, television, and video games.
 - Be a role model, especially when it comes to behavior at school and at athletic events. Encourage integrity and civility in the student.
 - Encourage the student's participation in events that promote high standards; actively discourage participation in events that can lead to illegal or unwise behavior.
- **Participating in the establishment of a home/School and School community relationship built on communication, collaboration, and mutual respect.**
 - Be conscientious at all times to ensure the safety of our students and School community.
 - Care for and stewarding the reputation of the School in thoughts, words, and deeds.
 - Provide a home environment that supports positive attitudes toward the School.
 - Treat each member of the community with respect, assume good will, and maintain a collaborative approach when conflicts and challenges arise.
 - Help build and maintain a positive School environment by not participating in or tolerating gossip.
 - Maintain tact and discretion with regard to confidential information. In cases when students or others are in imminent danger of harm, when there is a compelling reason for doing so, or when legal requirements demand that confidential information must be revealed, information may be disclosed to the Head of School, administrators, outside professionals, or law enforcement officers.
 - Respect the School's responsibility to do what is best for the entire community, while recognizing the needs of an individual student.
 - Seek to resolve problems and secure information through appropriate channels (see the Resolving Issues policy below for more information).

In order to support peaceful and safe School environments at both the Anderson Lane and Chimney Corners campuses, the School does not permit:

- Disruptive behavior which interferes with the daily operations of the School, including those in the classroom, an office area, or any other part of the School grounds;
- Use of loud and/or offensive language or displaying temper;
- Abusive, threatening, malicious, or inflammatory statements, emails, phone, or social network messages directed to administrators, teachers, staff, students, or other parents;
- Use of social media to fuel campaigns or complaints against the School, employees, students, or parents rather than presenting concerns through identified channels to be addressed fairly, appropriately, and effectively for all concerned;
- Threatening harm or the use of physical aggression towards another community member. This includes chastising and physically punishing a student on School premises. (Some actions may constitute an assault with legal consequences);
- Damaging or destroying School property; and
- Smoking and consumption of alcohol or other drugs or accessing the School site intoxicated.

Severe and/or repeated libelous public communications and aggressive behaviors not reflective of the School’s values and the IB Profile Attributes may result in an individual being prohibited from participating in the School’s social media and/or online communities, may be reported to the authorities, or result in the individual being banned from School premises and School events. This may also result in the dismissal of the family’s children and/or the decision to not offer to reenroll the children.

We trust that all parents and visitors will fully support these Community Ethics to reinforce the values of the School and the International Baccalaureate that provide a foundation for our school and educational program.

Reports & Parent Teacher Conferences

Formal reports and conferences happen three times a year at the end of each term. Reporting Periods are:

1st Term	2nd Term	3rd Term
November	March	June

Note: For students who have been referred to support services and resources for academic support, intervention plans, social and emotional needs, and language learning programs, teachers may call for additional meetings throughout the year to report on student progress.

Teachers in Preschool and Primary provide parents with verbal and written assessments of their child in terms of their accomplishments as they relate to the essential elements of the PYP framework: concepts, skills, action, and knowledge. The assessment will be based on a qualitative scale. In addition, all students will complete a self-assessment based on the IB learner profile at the end of each trimester. At the end of every unit of inquiry, parents will receive a copy of the rubric indicating their child’s progress and describing some of the work completed for that unit.

As part of the IB curriculum, students will complete the PYP exhibition at the end of 5th Grade and the Community Project at the end of 8th Grade.

Teachers in Middle School will provide parents with verbal and written assessments of their child in terms of their accomplishments as they relate to each subject area on the basis of a scale of 0 to 8 for each subject’s four criteria. The report at the end of each academic period will use a numerical scale from 1 to 7 based on official [IB Grade Boundaries](#), accompanied with descriptions of the student’s ability.

School Communications

An essential component for a successful school year is clarity around communications between parents, teachers, staff, and administration. Our [Communications Policy](#) is designed to keep clear communication lines within the School community, with defined expectations for parents and School employees.

Classroom Communication

The majority of Magellan communications will be centralized through both the mobile application and online version of the School's communication system (2022-23 via Join Our Class (JOC) – / 2023 - onward via BlackBaud). Through frequent blog posts, calendar events and volunteer opportunity postings, private and group messages and directory listings, parents can view and read about School activities and news both within their child's classroom and beyond. New parents will be provided with a welcome email at the start of the year to login to the system. **All parents are encouraged to download the mobile application from the App Store for their device to have ease of access to School information at all times.**

Please note that the majority of School communications will be delivered via the communication system, so use of the mobile application or regular access to them is essential to be informed of activities in the classroom and school.

Preschool and Primary teachers will post informational blogs on a weekly basis, showcasing IB learning in action, highlighting upcoming events, and sharing photos from their classroom. Through the mobile app, parents can choose to receive notifications of blog posts immediately, daily, or none at all based upon their communication preferences. It is the responsibility of parents to set their contact and notification preferences within the system and to report technical issues they are experiencing with the system directly through the feedback form.

Parents are frequently invited to participate in end-of-unit showcases of student learning and achievement and conferences to gauge student progress. These events provide parents with additional opportunities to speak with teachers about their child's education.

Teachers and room parents will post Sign-Ups where parents can volunteer. End of Unit presentations and other events to attend will be added to the calendar for each classroom. Parents may choose to sync the School calendar with their personal calendar by following the instructions or can review "upcoming events" in the mobile application. Both are personalized for each family based upon events related to their child.

Room Parent Communication

Room Parents serve as conduits between the School and parents within their class. Through the system, Room Parents coordinate communications within each classroom such as play dates, class specific celebrations, or anything the lead teacher would like communicated. Room Parents should follow the Room Parent Guideline document provided by the Room Parent Coordinator at the beginning of each academic year.

All-School Communications

Like Classroom Communications, the majority of School-wide Communications will also be centralized through the appropriate communication system (JOC 2022-23 / BlackBaud 2023-onward). School events are posted on the calendar and can be synced with personal calendars or viewed through the application. Major communications to the entire School community from the Chair of the Board of Directors or Leadership Team will be made via email and also through the app.

Emergency Communications

In situations where the School is under emergency conditions or is closing due to unforeseen circumstances (e.g., weather, facilities failure), parents will be informed via SMS text messaging. Parents are responsible for ensuring that

their cell phone numbers are updated within the system and set to receive SMS messaging. Parents without a cell phone number listed in the School's system or those that do not receive text messages will instead receive an email at their email address on file informing them of emergencies.

Communications Regarding Student Accidents at School

If a student is involved in an accident at school or at a School-sponsored event, the School will typically make an accident report. This report is sent to parents for signature and a copy filed with the school nurse in the student's health record.

Parent Feedback

To provide the Magellan community with a simplified way to offer suggestions for improvement to the School, a [Feedback Form](#) is available on the School's website. The online form provides the opportunity to submit recommendations to the School regarding academics (general), communications, finance/billing, leadership team, parent engagement/activities, School facilities and operations, etc. Feedback is monitored by the Communications Coordinator who forwards the feedback to the appropriate Magellan team member for processing.

For questions or concerns regarding an individual child's experience or challenges in the classroom, please see the appropriate Resolving Issues guidelines below.

We highly encourage parents to include their name and contact information for follow-up; however, feedback may be submitted anonymously. This form is designed to engage members of our community in creating solutions to challenges at the School, and we thank you in advance for your constructive feedback.

Resolving Issues

Magellan is committed to effective and fluid communication with parents. We value the ideas and suggestions of the entire community. All of our teaching staff and leadership team are available to discuss students' experiences at school and to offer support for our community.

In situations where concerns arise related to the educational experience of a student, families should seek to resolve the issue by proceeding through the following channels until the issue is resolved:

1. Lead or subject teacher
2. Student Support Resources (learning specialists, counselors)
3. Program Coordinators
4. Head of Preschool, Head of Primary, or Head of Middle School
5. Head of School

Where situations arise regarding challenges or concerns related to issues arising outside of the education experience, families should seek to resolve the issue by approaching the responsible staff member. If the issue is not resolved, families should proceed through the following channels:

1. Director of Operations
2. Head of Advancement, Marketing and Communications
3. Counselors
4. Head of School

Current Family Contact Information

Parents are expected to keep the School informed of contact information for emergency situations. If a parent is going to be away from home for an extended length of time, please leave a forwarding address and telephone number where the

parent can be reached, as well as information regarding who will be responsible for the student and how they may be reached in case of illness or other emergencies.

Custody Matters

The School requires parents, including those who are separated or divorced, to cooperate in the Student's best interests with respect to the Student's education, including avoiding being disruptive to the Student's education. Parents must provide details of any and all custody arrangements involving the Student to the School and keep the student's Section Head apprised of any changes in custody arrangements and other matters that may affect the Student or the School. In the absence of an appropriate court order or other legal documentation to the contrary:

- The School may communicate and share any and all educational, administrative, social, and/or health information concerning the Student with both/all parents/guardians.
- All parents/guardians may attend School functions, subject to the School's ordinary right to restrict access to School grounds.

If there are court-ordered guidelines regarding visitations, picking up a student from school, parent involvement in field trips, or other issues, the School should be informed. These situations can be stressful for parents and confusing for students, and assistance in minimizing the School's phone calls for clarification is very important.

School Gatherings Off Campus (Not Sponsored by the School)

In the younger grades, party invitations should not be delivered or discussed at School unless all classmates are included. The misuse of party invitations in a school setting can be very hurtful to students. The invitations themselves can offer all parents an important teaching opportunity with students on considering the feelings of others. No one likes to be excluded, and often parties create these feelings in students who are not a part of the celebration.

It is important to remember, through their quest for acceptance from peers and their desire for greater independence, that students need clear boundaries and guidance, and the following section provides some ideas to consider. They are designed to be practical and, more importantly, are based on the values that we, as a school, stand for as part of our mission. In this sense, we hope that all our parents will support these in spirit, if not in letter.

1. Always be at an event or party in your own home.

- The parents should be the greeters. During the party, parents should casually make their presence known.
- Have the party in a part of the house where the guests will be comfortable and where you can maintain adequate supervision.
- Be the ones to bring in the food and beverages. This will keep the party running smoothly, and it will allow you to meet your child's friends.
- Occasionally walk around outside.

2. Clearly establish ground rules and expectations with your child before the party takes place (before your child goes to any social event).

- Let students know your expectations: they want guidelines, though you may hear something quite different.
- Give students options, but with clear guidelines. Discuss their responsibilities and discuss what the consequences are for inappropriate behavior and what the rewards are for appropriate behavior.
- Stress the concept of shared responsibility.
- Parents should take the responsibility of "playing the heavy," if there is inappropriate behavior.

3. Make sure there is plenty of food and non-alcoholic beverages and plan activities.

4. If your child is invited to a party, you should contact the parent giving the party and:

- Verify the location.
- Verify that parents will be present.
- Verify the starting and ending time.
- Offer assistance (e.g., chaperone, food, etc.).
- If there is to be a sleepover, find out what the ground rules will be.

If parents must be away for any length of time, make arrangements for quality supervision in the home to ensure that parents, students, and the home are protected. Too many parties occur in homes when parents are away. Let the School and neighbors know if parents are away.

Magellan International School Parent Association (MISPA)

Magellan International School Parent Association (MISPA) exists because an excellent education requires the active involvement of parents working together with faculty and administration. All parents and guardians of Magellan students are members of MISPA and are encouraged to volunteer throughout the school year.

Fundraising at Magellan

Each year, the School relies on gifts of Time, Talent, and Treasure from its community and beyond to ensure financial sustainability, a culture of volunteerism, and continued growth. Like other non-profit organizations, donations are tax-deductible, as allowable by law. Magellan International School has been designated a 501(c)3 organization by the U.S. Internal Revenue Service, EIN #26-3167197.

The School relies on donations to fulfill its operational budget and to provide resources for capital investment beyond those in the School's annual budget. **On average, annual revenues from tuition and fees cover approximately 90% of the operational budgetary needs of the School.** Through generous donations to our Annual Fund campaign and Noche de Gala event from current families, grandparents, corporations, and friends of the School, Magellan remains financially strong. We encourage all families to contribute to the School at a level that fits their current financial circumstances.

Additional fundraising efforts – for specific special interest groups at Magellan or other projects or organizations outside of our School community – must be approved by the Head of Advancement, Marketing & Communication. This helps to ensure that fundraising efforts at Magellan are aligned with the School's values and priorities and not in competition with each other. Request for approval does not guarantee that the project will be supported or allowed within a specified timeframe.

XII. ENROLLMENT AND FINANCIAL INFORMATION

Enrollment and Enrollment Contracts

Initial and continued enrollment is at the discretion of the Head of School and the Director of Admissions, and is based upon the student's academic, behavioral, and financial standing, as well as the best interest of the student and the School community. Enrollment Contracts are typically sent to families in early January. Students will receive all enrollment forms required to begin the school year via TADS as part of the enrollment process. Students may not attend classes unless a properly executed Enrollment Contract is submitted to the School in a timely manner.

Please see the Admissions Policy on the School's website and the Re-Enrollment Policy below for additional information.

Financial Aid

Magellan is committed to helping families effectively meet the cost of the School's education to the extent that the School's resources permit. The School sets aside a part of its budget each year for this purpose. The overall Financial Aid budget is dependent upon the School's ability to meet enrollment and fundraising goals each school year.

Families who demonstrate that their financial resources are insufficient to pay the full cost of tuition are eligible to apply for financial assistance. To apply for financial assistance, parents can access the [Blackbaud Financial Aid Portal](#). All individual awards are based on financial need, and are assessed by Blackbaud Financial Aid, using the financial data supplied on the financial aid application forms and any descriptive comments or special situations that are expressed by the applicant.

For more information, visit the [Affording Magellan](#) page on the Magellan website. For questions, please contact the Director of Finance. The deadline for financial aid application is March 1.

Click here to review our [Financial Aid Policy](#).

Payment of Tuition and Fees

Tuition and fees are due to Magellan by the dates indicated in the Enrollment Contract. Three payment plans are available to meet the needs of our families - annual, biannual, and monthly (over 10 months). The monthly tuition calendar runs July through April. Annual fees (educational resource fee, program entry fee, if applicable, and parent association fee) are due July 1.

Re-Enrollment

A decision to re-enroll a student and to subsequently forward a re-enrollment contract to the parents is based upon a student's academic and disciplinary records, the school's ability to meet the student's needs, and the willingness of the parents to accept their responsibility in the partnership of education.

The re-enrollment process typically begins in January. To hold a place for their child, parents must sign and submit to the School a new Enrollment Contract and submit the registration deposit by the deadline set forth therein. Parents will be reminded of this deadline in January. Extensions beyond the deadline may be granted by the School based on extenuating circumstances communicated by the family to the admissions team.

On occasion, re-enrollment contracts are held until later (usually April or May) when the School decides that an appropriate decision about placement can be made, or are not extended at all, if the School determines that such a recommendation is in the best interest of the student and/or the School community. The Head of School makes the final decision as to whether a student will be invited to return for another year. This conclusion is only reached after careful consideration. While parents are obviously involved in this process, the School will make the ultimate decision, and will assist, if possible, in recommending other school options.

In addition, annual health documentation and immunization records must be submitted to the School by August 1.

Students without complete health and immunization records will not be permitted to begin the school year at Magellan. Annual health documentation forms should be uploaded into TADS, and a physical copy of the immunization records should be mailed or delivered to the appropriate campus.

Sibling Enrollment and Early Decision Process

Qualified children of faculty/staff and qualified sibling candidates may be given admission priority, but the School may give highest priority to motivated students demonstrating solid academic achievement and the potential to make meaningful contributions to the School community. These applicants are expected to meet the same criteria as other students in terms of both readiness and behavior.

Current families who are interested in applying for a sibling are urged to contact the Admissions Office in September. Applications for admission, from both current and new families, are processed on a rolling basis. Enrollment decisions, regardless of a family's prior or current relationship with the School, are always made with the School's sole discretion.

Withdrawal Records

Parents who wish to withdraw a child from Magellan must fill out a withdrawal form and turn it into the Director of Admissions.

Parents are reminded that, pursuant to the terms of the Enrollment Contract, the School will not refund or reduce any part of the tuition, fees, or other charges because of the dismissal, absence, or withdrawal of the student. Please refer to the Enrollment Contract for more information.

Click here for the [Withdrawal Form](#).

Family Leave

Families who take a leave of absence from the School of a year or more are generally expected to apply to the School for readmission. The student will be considered on a space-available basis, as well as within the context and competition of the applicant pool for the student's grade level. Strength of the applicant's file is important, including a strong finish to the student's last year at the School, as well as a strong record of academic performance and citizenship while the student is away. Ultimately, the School cannot predict the number of openings or competitiveness of applicant pools for specific grade levels, and given the School's high enrollment, there is never a guarantee of readmission for the following year. Applications for admission, from both current and new families, are processed on a rolling basis. Enrollment decisions, regardless of a family's prior or current relationship with the School, are always made at the School's sole discretion.