



Middle School Handbook

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MISSION STATEMENT

The Haverford School, a nonsectarian college preparatory day school for junior kindergarten through grade 12, provides a superior liberal arts education for qualified boys of differing backgrounds. We are committed to developing the full intellectual, artistic, athletic, and moral potential in each boy, and we aim to graduate young men with strong character who possess a passion for learning and the necessary problem-solving skills to make a difference in the world. The Haverford School prepares boys for life.

STATEMENT OF VISION

The Haverford School seeks to prepare boys to succeed and provide leadership in a world that is globally and culturally interconnected, technologically ever-advancing, and environmentally vulnerable. Haverford strives to create and nurture a supportive and inclusive community in which boys will develop a passion for lifelong learning, creative problem-solving, and good decision making. Every aspect of our program fosters lasting friendships among the boys, as well as meaningful relationships between the boys and their teachers. The Haverford faculty prepares each boy to be future-ready through developing his character and his emotional intelligence, as well as his academic, artistic, and athletic talents. Pairing the best of a liberal arts education with innovative programs and technology, Haverford inspires its students to be intellectually curious, mindful of the past, and equipped with the vision, judgment, and skills to be successful leaders. Haverford prepares boys to face and resolve tomorrow's challenges and to make enduring, positive contributions to this complex world.

PRINCIPLES OF COMMUNITY

The Haverford School is committed to creating a community that advances the School's mission, helps develop the essential qualities of a Haverford School graduate, and prepares each boy for life beyond Haverford. Learning takes place best within the context of a vibrant, cohesive, supportive and diverse community of students, teachers, administrators, parents and alumni. A fundamental principle of the Haverford community is individual responsibility. All members of our community should accept responsibility for one's actions, consider and account for the moral implications of one's conduct and have the courage to do what is right. Our Haverford community is built on respect for one another. All of us should strive to:

- treat others honestly, fairly, respectfully and courteously
- practice empathy and generosity of spirit
- strive for inclusiveness by avoiding cliques, snobbery and other similar forms of exclusivity
- reject superficiality, materialism and sense of entitlement
- discourage and refrain from verbal abuse and bullying
- work together to find commonalities and resolve disagreements amicably
- celebrate the many ways men and boys learn, think, and succeed
- listen to others and try to understand their life experiences and points of views
- Create a community where illegal/abusive drug and/or alcohol use is not tolerated.
- Promote citizenship and advance the greater good for our community and the world around us.
- embrace and advance the greater common good for our community and for the world around us

Haverford believes that a diverse and inclusive community is a better learning community, and prepares our boys for the world they will face upon graduation. Haverford expects a community in which a diverse population can live and work in an atmosphere of trust, understanding, appreciation and mutual respect for each individual. We reject prejudice based on race, ethnicity, culture, religion, social-economic status, gender, learning styles, disability, age or sexual orientation.

Haverford strives to be a community where parents, faculty and administrators work together to educate boys. When joined by a common purpose, Haverford and its parents form a powerful team with far reaching positive effects on the boys and the entire school community. Haverford's parents, teachers and administrators should strive to:

- understand and embrace the School's mission and vision and work together as partners to educate our boys for life
- support the School's curriculum and program, faculty and staff, and students
- communicate openly, honestly and constructively with each other and at the appropriate level and, following such dialogue, abide by the School's decisions

Haverford's alumni are important members of the Haverford community. Haverford depends on loyal alumni remaining involved in the life of the school, acting as role models and mentors for students and alumni, and offering their moral and financial support to Haverford. Our alumni ensure that Haverford's best traditions and high standards endure undiminished, and provide a bedrock foundation for Haverford's continued growth and innovation in providing boys a superior educational experience.

PARENT –SCHOOL PARTNERSHIP

You have joined an important partnership between The Haverford School and your family to provide the finest possible education for your son. This document presents our vision of the responsibilities shared by the School and your family in creating a successful partnership

The Haverford School believes in the importance of working closely with students and parents to provide the best possible education for our boys. A partnership between the School and parents needs to be established to help students reach their full potential. This partnership needs to be characterized by trust and understanding by both parties. The following are a set of guidelines prepared by the National Association of Independent Schools (NAIS), that will foster a working partnership between parents and The Haverford School.

NAIS Principles of Good Practice: Home-School Partnership

Parents Working with Schools

1. Parents recognize that effective partnerships are characterized by clearly defined responsibilities, a shared commitment to collaboration, open lines of communication, mutual respect, and a common vision of the goals to be reached.

2. In selecting an independent school, parents seek an optimal match for the needs of the student, their own expectations, and the philosophy and programs of the school.
3. Parents are familiar with and support the school's policies and procedures.
4. Parents provide a home environment that supports the development of positive learning attitudes and habits.
5. Parents involve themselves in the life of the school.
6. Parents seek and value the school's perspective on the student.
7. When concerns arise, parents seek information directly from the school, consulting with those best able to address the concerns.
8. Parents share with the school any religious, cultural, medical, or personal information that the school may need to serve the student best.

Schools Working with Parents

The school recognizes that effective partnerships are characterized by clearly defined responsibilities, a shared commitment to collaboration, open lines of communication, mutual respect, and a common vision of the goals to be reached.

1. The school clearly and fully presents its philosophy, program, and practices to parents during the admission process and encourages dialogue that clarifies parental expectations and aspirations for the student.
2. The school seeks and values the parents' perspective on the student.
3. Teachers and administrators are accessible to parents and model candid and open dialogue.
4. The school keeps parents well informed through systematic reports, conferences, publications, and informal conversations.
5. The school defines clearly how it involves parents when considering major decisions that affect the school community.
6. The school offers and supports a variety of parent education opportunities.
7. The school suggests effective ways for parents to support the educational process.
8. The school actively seeks the knowledge it needs to work effectively with a diverse parent body.

MIDDLE SCHOOL ACADEMIC INFORMATION

Required Courses

Prescribed courses for Grade 6, Form I, and Form II are as follows. Descriptions of these courses are contained in our "Middle School Course of Studies" booklet.

Grade 6

Art, Music, Drama - one semester
 Languages
 Drama
 English
 Mathematics

Music
Physical Education & Health
Reading
Science
History

Form I

Art, Music, Drama - one semester
English
Language - Latin, or Spanish
Mathematics
Music
Physical Education & Health
History
Science

Form II

Art
Language – Latin or Spanish
Electives - spring semester
Art, Music, Drama - one semester
English
Mathematics
Physical Education & Health
History
Science
World Cultures

Academic Calendar

The school year is divided into trimesters. At the end of the year, examinations are given in English, language courses, mathematics, science, and social studies. Report cards are issued at the ends of each trimester.

Academic Requirements

To be promoted to the next grade level, a Middle School student must pass all of his courses.

In student who has failed one or two courses for the year may earn credit for each course over the summer either 1) through the passing of a pre-approved summer school course or 2) through fifteen hours of certified tutoring during the summer followed by successful completion of a proficiency test. Should neither of these be successfully completed, the student will be deemed to have not completed his academic year, and he will not be promoted to the next grade.

Students who fail two or more courses for a given year may not be asked to return to Haverford for the following year.

Assessments/Grading System

Each faculty member evaluates a student's work according to standards established within departments and by the teacher. These standard expectations include a high level of class participation, production of thoughtful assigned work, and a demonstration of the ability to use the concepts that have been taught. The faculty uses the following grading scale, with letter grades as those that are issued on report cards:

A+, A, A-	(100 - 90)	outstanding performance
B+, B, B-	(89 - 80)	good work
C+, C, C-	(79 - 70)	satisfactory work
D+, D, D-	(69 - 60)	barely sufficient work
F	(59 or below)	failing work

Honor Roll

Academic honors are noted on report cards according to the following criteria:

Honors - "B" average of major courses, with no "D's" in any other course

High Honors - "B+" or "A-" average of major courses, with no "D's" in any other course

Highest Honor - "A" or "A+" average of major courses, with no "C's" in any other course

MIDDLE SCHOOL PHILOSOPHY

The Haverford Middle School is a preparation for Upper School, college, and life, existing to educate qualified young men of all different backgrounds. The Middle School curriculum is based on liberal arts program which gives students the best tools to live and contribute to their world. A single-sex environment is designed to suit the needs of boys while allowing growth in academics, organization, athletics, independence and personal development, as well as stimulating a belief in moral values.

A Middle School education is designed to provide basic and intermediate schooling in English, history, math, science, and, for students in Forms I and II, foreign language. An education from the Middle School is enhanced by music, art, and drama, and provides choices to participate in student government and student publications, and in electives that offer a wide variety of extracurricular activities.

Athletics is an important part of a middle school student's life. Physical Education is provided several times per week, as well as three trimesters of after-school sports. Participation in these activities is mandatory.

The Middle School environment allows for each student's personal development. The student should be able to exercise his talents and improve his weaknesses. Thus he will become a better scholar and a better man.

The Middle School also fosters the ideas of ethics and moral values. This includes the promotion of the respect of others and the discouragement of cheating and stealing.

Finally, the Middle School gives students an appreciation of their potential and the will to pursue personal goals. To uphold the philosophy of the Middle School, a joint effort must be made on the part of the students, parents, and faculty.

MIDDLE SCHOOL EXPECTATIONS OF STUDENT BEHAVIOR

A supportive, caring, and respectful community is built in part upon a shared sense of what is appropriate behavior. The following expectations of student behavior are intended to help the students of Haverford Middle School be positive members of our community. We anticipate that students will know and abide by these expectations.

Community Standards

The following standards are an essential part of the Haverford School community. A violation of these standards interferes with the educational process, will not be tolerated, and will be considered a serious offense.

1. Members of the community must be honest in all matters.

Dishonesty is a very serious matter. Plagiarism, cheating on a quiz or test, copying someone else's homework, lying, and stealing are considered dishonest acts.

2. Members of the Community will interact with each other on a daily basis in a manner that is characterized by respect for, and understanding of, the rights of others. Students are expected to act as gentlemen. Everyone has the right to feel safe on The Haverford School campus.

Always treat others with verbal and physical restraint; this means no fighting or indulging in cruel teasing. Cultural, racial or religious slurs will not be tolerated at any time, in any grade. Abuse of any kind will not be tolerated. Hazing, sexual harassment, physical harassment, verbal harassment, coercion, and assault are all considered to be abuse. The possession and/or use of any weapon will result in the immediate expulsion of the student.

3. Members of the community must respect the campus, school property, and the individual property of all its members.

4. Members of the community must refrain from the use or possession of illegal substances on campus or at any school activity off campus.

5. Tobacco in any form, alcoholic beverages, and all illegal drugs are considered to be illegal substances. Please refer to the Drug and Alcohol Policy in this handbook.

Members of the Community must refrain from any action that may be judged prejudicial to the School, whether at school or elsewhere, or brings discredit or embarrassment to the School through inappropriate public behavior.

Please refer to the "Code of Conduct" section of this handbook for the consequences of violating these community standards.

Haverford Middle School Students will:

- respect classmates, faculty, and staff
- respect the property of the school and its community
- use civil language
- be civil in the hallways and on campus
- come to school in the proper school uniform and neat in appearance
- be orderly in the lunch line and at the lunch table and eat only in the cafeteria
- observe all library regulations
- observe dismissal procedures

- know and live by the school's Community Standards, statement of Ethics and Values, and Principles of Community
- report to homeroom and class on time

School Response to Student Misbehavior

We believe that the expectations of student behavior are reasonable, fair, and able to be attained by all Middle School students. If a student does not meet these expectations, teachers and administrators may respond in the following manner:

1. Teacher or administrator who witnesses misbehavior may assign a detention or other appropriate consequence. A Special Report Form detailing this misbehavior will be completed, sent to parents, and entered into the student's file.
2. A parent conference may be called. The student, parents, advisor, Middle School Dean of Students, Assistant Head of Middle School, and Head of Middle School attend the conference. Student is placed on Disciplinary Probation, is assigned consequences, and agrees to a conduct contract.
3. Student is given an in-school or out-of-school suspension and is placed on Disciplinary Probation. Upon completion of the suspension, the student and his parents must meet with the Middle School Dean of Students or Assistant Head of Middle School to discuss the student's standing and agree to a conduct contract. Any further conduct violations while a student is on Final Disciplinary Probation may bring expulsion from school.

Note: If a violation of expected behavior is serious enough, a student may immediately be placed on disciplinary or final disciplinary probation or may even face expulsion.

Detention

Detentions are the schools only regular form of disciplinary punishment. They are given for any violation of the Middle School Disciplinary code. Detentions are held daily from 2:15 p.m. until 3:15 p.m. If a student is unable to attend a detention for whatever reason, he will receive two consecutive detentions over the next two days. Therefore, parents are encouraged not to schedule any appointments until after 3:30 p.m. on Fridays.

Suspension and Expulsion

Students who do not act in a gentlemanly fashion or repeatedly violate school disciplinary codes, will risk suspension from school and possible expulsion. The Middle School Dean of Students or the Assistant Head of Middle School, and the Head of the Middle School will decide suspensions. Suspensions can be in school or out of school. Suspensions range from one day to two weeks. The Head of the Middle School, the Assistant Head of Middle School, the Dean of Students, and the Headmaster will decide the terms of the expulsion.

Academic Probation

Academic probation is issued when a student is having serious academic difficulty. To help him concentrate on his studies, he will not be permitted to participate in sports for the duration of his probation.

Responsible Use Policy

The Haverford School: Responsible Use Policy

Students, Faculty, Staff, and Guests

STATEMENT OF RESPONSIBLE USE

The Haverford School uses and maintains its technology to promote educational excellence through networked information and participation in online communication services. The School's technology supports its mission; access to the technology is a privilege and is subject to the highest ethical standards. This policy is intended to be an addition to existing School rules and regulations, and does not supersede or modify any other School policy, rule, or regulation. The Responsible Use Policy applies to *all* users of the school's networked information technology resources – whether accessed in school, from home, or elsewhere.

Networked information technology resources include, but are not limited to, all hardware, software, data, communication devices, mobile devices, printers, servers, Internet resources, online communication services, and local and wide area networks.

As a community, we rely on The Haverford School's stated values of respect, honesty, and integrity, and the School's *Principles of Community* to trust that, when users log onto their school-provided accounts or use any available technology, they are, in effect, promising not to abuse the system or other users of the system, nor the trust the School places in them. The Haverford School also makes a good faith effort to protect its students from exposure to Internet materials that are harmful or explicit and maintains content filtering and safety practices.

POLICY: NETWORK USAGE

This policy does not attempt to articulate all required or proscribed behaviors by users of Haverford's networked information technology resources. Each individual must rely on his/her judgment of appropriate conduct, based on compliance with all federal, state, and other applicable laws; all generally applicable School rules and policies; all applicable contracts and licenses, and additional guidelines set forth below.

General Network Usage:

Authorized and Appropriate Use: Students, faculty, staff, and guests must use only those information technology resources they are authorized to use, and to use them only in the manner and to the extent authorized. Do not use Haverford's information technology in any way as to disrupt its use by others.

Etiquette: When using Haverford School's information technology, users are expected to follow generally accepted network etiquette which includes, but is not limited to: be polite, use appropriate, non-abrasive language. Do not use the network resources to make defamatory remarks, sexual, gender-related, or racial slurs, or to use obscene or profane language.

Consumption: Haverford's information technology is a finite resource. Respect the finite capacity of those resources so as not to consume an unreasonable amount of them or to interfere unreasonably with the activity of other users.

Non-Educational Use: Only use Haverford’s information technology resources for School-approved activities. Non-educational use would include, but is not limited to: commercial, illegal, religious and/or political activities, or solicitations, even for charitable purposes. This includes mass mailings, chain letters, and other abuses of e-mail.

Data Access and Security: Users shall not attempt to harm or destroy data in any way (including introducing viruses and other forms of vandalism), change network settings or any other applications, reconfigure or attempt to disrupt the network in any way.

Network Administration: Only licensed, School-related software shall be downloaded or installed.

Care for Equipment: School-supplied equipment may be re-issued at any time, therefore, altering school-supplied physical equipment in any way, including affixing stickers, or any personalization that requires removal, is prohibited. Users must not vandalize school computers.

Privacy, Security, and Safety

All users of The Haverford School’s information technology resources must respect the privacy of other users and their accounts, regardless of whether those accounts are securely protected. Unauthorized disclosure, use, or dissemination of personal information regarding minors or other members of the School community is prohibited.

Internet IDs and passwords are provided for each user’s personal use only. Passwords should not be revealed or shared with anyone. Other than the Network Administrator, as directed by School Administration, users are not permitted to attempt accessing technology resources using another person’s account or password. Each account owner is responsible for all activity under their account.

If users wish to protect the privacy of personal information or communication, do not use The Haverford School’s networked information technology resources to create, store, or transmit it. Students, faculty, staff, and guests should have absolutely no expectation of privacy when using Haverford’s information technology. Any and all activities performed on the School’s network can be monitored, with or without a user’s permission. As an example, this policy covers electronic mail messages that might otherwise be privileged or confidential, even if they are sent or viewed by way of a user’s personal, password-protected Internet e-mail account, when the School’s networked information technology resources are used to view or send those e-mails. Use of The Haverford School’s networked information technology resources constitutes a waiver of any privilege or other confidentiality protection that might otherwise have applied.

By creating, transmitting, or otherwise storing any information or files on any of The Haverford School’s networks, users consent to the School’s disclosure, use, and/or dissemination of such information or files as it sees fit in its sole discretion. Deleting or erasing information, documents, or messages maintained on The Haverford School’s networked information technology resources is, in most cases, ineffective. All users should understand that any information placed on The Haverford School’s networked information technology resources – even if only briefly – may be electronically recalled or recreated regardless of whether it may have been “deleted” or “erased” by a user. Because The Haverford School periodically backs-up all files and messages, and because of the way in which computers re-use file storage space, files and messages may exist that are thought to have been deleted or erased. Therefore, users who delete or erase information or messages should not assume that such information or messages are confidential.

Social Networking

Students, faculty, staff, and guests should ensure that online activities, including those on social networks (e.g. Facebook, Twitter, etc.) do not violate harassment, discrimination, retaliation, confidentiality, or other similar policies of The Haverford School. Haverford students, faculty, and staff must adhere to School guidelines that prohibit posting to the Internet or via e-mail, personal contact information, confidential information, private/non-public information, derogatory comments about other people or about the School, or inappropriate artwork, photographs, digital images, or unauthorized video of the School or of School personnel. When in question, the appropriateness of postings shall be determined by The Haverford School Administration.

Students should be aware that their actions online, even those that do not occur during school hours or on the school network or its machines, can result in disciplinary intervention. Conduct on social networking sites or other online platforms that egregiously disrespect members of the School's extended community (other students, faculty, staff, family members, students at peer schools) or that brings disrespect to The Haverford School will be processed in keeping with the disciplinary policies and procedures found in other sections of this handbook.

If a teacher uses a social networking site (e.g. Facebook,) as a component of his/her course or activity, the following restrictions apply: a.) the site should be distinct from any of the teacher's personal social network sites and be designed for the sole purpose of facilitating the delivery of that course or activity; b.) only students who are members of that class or activity should be invited to or have access to the site; c.) the content and dialogue of the site are to be consistent with School standards and fall under the jurisdiction of the School's disciplinary policies and procedures; and d.) the Division Head and divisional Dean of Students will be provided with full access to the site. *Under no circumstances should a faculty member "friend" or invite a current student to join his/her personal social network.*

Legal Compliance

All users of Haverford's networked information technology resources must comply with federal, state, and other applicable laws, in addition to all generally applicable School uses and policies. Users must not use information technology resources for any purpose that is illegal, unethical, dishonest, damaging to the reputation of the School or other members of the School community, or inconsistent with the mission and values of the School. Examples of such laws include, but are not limited to: laws of defamation, privacy, copyright, trademark, obscenity, and child pornography; the Electronic Communications Privacy Act and the Computer Fraud and Abuse Act, which prohibit "hacking," "cracking," and similar activities.

Users must comply with the law with respect to the rights of copyright owners in the use, distribution, or reproduction of copyrighted materials, including but not limited to, music or video files. Any material obtained from the Internet and included in one's own work must be cited and credited by name of by electronic address or path on the Internet, attributed to Creative Commons licenses, or confirmed to be licensed for educational use.

FILTERING

Not all material accessible through the Internet is of educational value. Students are expected to refrain from seeking, accessing, or downloading material that is not relevant to their assignments, course work, or School-approved activity. The Haverford School will take reasonable precautions to filter out controversial and/or inappropriate materials; however, it is impossible to monitor all materials.

SCOPE

This policy applies to *all users* of School information technology resources, whether affiliated with the School or not, and to *all uses* of those resources, whether on campus or from remote locations. Members of the School community who use resources not owned by the School must adhere to this policy when connected to School networks.

POLICY ENFORCEMENT

Violations: The School considers any violation of this policy to be a significant offense and reserves the right to disconnect systems from the Haverford network and suspend violators' use of information technology resources. A Network Administrator may suspend or close a user's account and/or prohibit access at any time. Any user identified as a security risk may lose their account and/or access privileges.

Violators will be subject to the regular disciplinary processes and procedures of the School that apply to students, faculty, and staff; this process may result in the loss of computing privileges and other measures, up to and including, expulsion from the School, or loss of employment. Illegal acts involving School information technology resources may also subject violators to prosecution or other sanctions by local, state, or federal authorities.

Enforcement: Decisions regarding violations of this policy will be made by Division Heads and Deans if involving students; and by the Director of Human Resources, in consultation with the Assistant Headmaster, if the violation involves an employee. In the event that a violation reaches beyond the School community, the Director of Public Safety will also be notified.

RELATED DOCUMENTS AND DEFINITIONS

- Confidentiality Policies
- Faculty Policy Regarding Professional Use of Social Networking Sites and On-line Course Management Websites
- Harassment Policy
- The Children's Internet Protection Act (CIPA)

RESPONSIBLE USE POLICY ACKNOWLEDGEMENT AND AGREEMENT

I have read The Haverford School's *Responsible Use Policy* and agree to abide by its terms and conditions. I understand that violation of any law or regulation is unethical and may be a criminal offense; if violated, I understand that account privileges may be revoked, School disciplinary action may be initiated, and legal action may follow.

Printed Name:

Son's Name:

Signed:

Date:

Drugs & Alcohol

A more extensive explanation of this policy follows, but in its simplest form, the school's policy is: **The use or possession of illegal drugs and/or alcohol by students has no place in our community and is forbidden.**

- Students or families who seek out help prior to a violation of the drug and alcohol policy will be given support without any disciplinary action.
- The sale or distribution of alcohol or illegal drugs will result in expulsion*, and law enforcement will be notified.
- Alcohol or illegal drug possession will result in dismissal**.
- Use (1st offense) will result in disciplinary action, to include suspension, and the student will be required to meet with the School Counselor who will coordinate a drug and alcohol evaluation.
- Alcohol or illegal drug use for a second time will result in dismissal.

*The student is no longer enrolled at The Haverford School and may not apply for readmission at a later date.

** The student is no longer enrolled at The Haverford School but may reapply for admission.

Philosophy:

The Haverford School is deeply committed to the health and well-being of its students and to providing an environment that encourages their intellectual, physical, and emotional development. Our boys live in a complicated and high-stress world that can cause them to struggle and make poor choices. The use of illegal drugs or alcohol or the misuse of prescription drugs poses a significant risk to a student's health and seriously impairs his ability to develop and to function at his fullest potential. Through a variety of proactive measures, the School strives to prevent and/or intervene in the use of drugs and alcohol by any student. Strong, consistent efforts by students, faculty, and administrators in partnership with parents will serve to educate and rehabilitate as well as to deter chemical abuse and dependency.

Policy:

The use or possession of illegal drugs or alcohol or the misuse of prescription drugs by students has no place in our community and is forbidden.

The policy herein principally applies to:

- Students who are on the school grounds at any time.
- Students who are attending any school activity, such as field trips or athletic, social, or cultural events.
- Use that occurs off campus during school hours.
- Students attending a function at another school.

In circumstances the School deems appropriate, this policy also may extend to off-campus use or possession during non-school hours.

Consequences for the use, possession, or sale of alcohol or illegal drugs or the misuse or possession of drugs prescribed for others:

Proactive Health Intervention

- Students or families who seek out help, prior to a violation of the alcohol and drug policy, through a faculty member or an administrator will be given appropriate guidance and support without any disciplinary action. In most cases they will be referred to the School Counselor, who will recommend and offer to coordinate, a drug and alcohol evaluation.
- If a student has a concern about a fellow student's use of alcohol or drug use, he is encouraged to bring this to the attention of the Dean of Students, the School Counselor, or another trusted member of the faculty. He should be assured that the school will not pursue disciplinary action but instead will share the information, without naming its source, with the student's parents. Protecting a friend means getting him the help he needs, not keeping his need for help a secret.
- If the school administration receives what it considers credible information that a student is using/misusing drugs or alcohol, even if such use occurs off campus, the Dean of Students will share the school's concerns with the student and his parents.

Disciplinary Response

If the school administration determines in its discretion that a student has engaged in the following conduct, he will be subject to the following discipline:

- The sale or distribution of alcohol or illegal drugs will result in expulsion with no possibility of readmission, and law officials will be notified.
- Alcohol or illegal drug possession or possession of drugs prescribed for others will result in dismissal, with the possibility of readmission the following school year.
- Use (1st offense) will result in disciplinary action, to include suspension, and the student will be required to meet with the School Counselor who will coordinate a drug and alcohol evaluation. The evaluation will be conducted by a School-approved licensed substance abuse counselor, who will determine the extent of the problem, recommend a treatment plan and will keep the school informed about the student's progress with the treatment plan. Students will be required to pay for such evaluation/counseling, follow all recommendations of the treating professional and give permission for the school to have regular contact with, and obtain information from, the student's counselor. In some cases, a medical leave may be necessary to fulfill the requirements of the treatment plan.
- Alcohol or illegal drug use or misuse of prescription drugs for a second time will result in dismissal, with the possibility of readmission the following school year.

Drug and Alcohol Screening

The school reserves the right to test students for drug and alcohol use. When the school believes that it has reasonable suspicion that a student may have been consuming drugs or alcohol, the student will be interviewed. The school will explain the situation and its reason for concern and request that the student submit to the screening. If the screening is negative, then the school will permit the student to continue/resume his other activities. A positive test will result in school intervention to include disciplinary and/or medical response. If a student refuses to submit to the requested screening, then he assumes guilt and the disciplinary steps outlined above will be taken.

Off-campus Use of Illegal Drugs and Alcohol

The following statement from the handbook of the Roxbury Latin School and reflects our thinking on the topic of off-campus use and particularly the hosting of events or parties by students and parents:

Students should be aware that when they are present at events or gatherings hosted by other schools (for example, at school dances or events hosted by parents, they are directly or indirectly representing The Haverford School and are therefore subject to School policies and rules.

Students must also be aware that they represent The Haverford School --directly or indirectly -- at any public or private event which they attend. The School reserves the right to discipline students whose conduct outside of School is incompatible with the School's basic standards or who tarnish their own or the School's reputation by their actions.

Unsupervised adolescent parties are a notorious source of trouble. Students should understand that they have little or no control over events that are likely to occur at such parties. They would be well-advised to avoid unsupervised parties or to leave immediately if they discover, upon arrival at a gathering that adults are not present.

When students are left at home unsupervised by parents, there is the danger of an unexpected situation getting out of control. Aware of the irresponsibility and liability, parents should ensure the safety of the situation and of their home.

Parents should not serve alcohol at adolescent parties. Family gatherings or religious occasions are different. Faculty members will not attend any adolescent party at which alcohol is served or is available to students. Parents must remember that they may face legal liability for what a minor does under the influence of any alcohol that they have served or have allowed to be served. Parents have no right to take on such a responsibility or exposure to risk for other parents' children. Parents who think they can monitor and control the use of alcohol served (or allowed to be served) at such a party are naïve. It is often difficult or impossible to judge who has had too much to drink or to make sure students do not drive. Numerous avoidable tragedies have resulted from parties hosted by well-intentioned parents who were fooled.

It is critical that parents set guidelines and reach a clear understanding with their for their sons' behavior when they are outside the School's jurisdiction. Parents need to have serious and ongoing discussions with their sons—before problems arise—about the use of alcohol. Those who do not do so court disaster and tragedy. These discussions should include “exit strategies” for boys when confronted with problematic situations, particularly group situations. Families that deny the existence of this issue invite clandestine behavior, the secreting of alcoholic beverages, lying, etc...

There will be many situations, when parents are not present, in which boys are put under enormous pressure to use alcohol. It is critical that, before boys find themselves in such pressured situations, they have thought through with their parents how they will react.

The School and its Faculty cannot accept responsibility for parties given after plays, games, or in any circumstances away from the School's campus. Faculty members who attend such gatherings do so under the assumption that students adhere to relevant School policies and laws of the Commonwealth, especially those concerning the use of drugs and alcohol. Faculty attend as guests only and not as chaperones and supervisors.

Tobacco Policy

The Haverford School is committed to having a smoke and tobacco-free environment for all members of the school community. Therefore, the use or possession of tobacco products and smoking-related products on school property, at all functions taking place on school grounds, and on vehicles used in the transportation of students is strictly prohibited. Tobacco products include cigarettes, cigars, chewing tobacco, snuff, e-cigarettes or any other form of tobacco.

Health Interventions and Consequences

First Violation: Student will serve a detention and will be referred to the counselor, school nurse, or other health or counseling services for health information, counseling and referral.

Second Violation: Student will be suspended for one day, must enroll in a tobacco cessation course, and will be put on disciplinary probation.

Third Violation: Student will go before a hearing board made up of the Dean of Students and Division Head to determine the next consequence. Further suspension and/or dismissal is possible.

Homeroom

All students must report to their homerooms at 8:15 a.m. If a student arrives at school late, he must report to the Middle School office. Students are not allowed in any homeroom other than their own. Excessive lateness can result in detention.

Classes

All students are expected to attend all of their classes. If a student "cuts class", he will face a consequence decided by the Middle School Dean of Students, the Assistant Head of Middle School, or the Head of Middle School. Students also must be prepared for all classes. This means having books, papers, pencils, etc. Talking out during class is not allowed. Students are not permitted to leave class until dismissed by the teacher.

Dining Hall

Students are permitted to eat in the cafeteria as long as they clean up after themselves. During break and lunch, students must get in the back of the line to buy their food. During lunch, students may take off their jackets while they eat as long as they enter the building and go through the lunch line with them on. Students must also leave the building wearing their jackets. No food is permitted in any building other than the cafeteria.

Library

When in the Severinghaus Library, all rules for other parts of the School apply, including those regarding the dress code. Food and drink are not allowed in the building. Students are expected to behave quietly and considerately in the library. Those who are unable to comply with the rules will be asked to leave. Disciplinary problems in the library will be referred to the Middle School Dean of Students.

Dismissal

Students are not allowed to leave campus until the school day is over. A normal school day includes sports. Once sports end, students may leave. If there are no sports on a particular day, students are not permitted to leave early unless they have a note from home requesting early pick-up.

Dress Code

The School's dress code speaks to the principle that what students and faculty do at Haverford is important. A coat and tie are required in all buildings throughout the academic day (8:30 a.m. -3:15 p.m.) and students are expected to be neat and well-groomed. Teachers reserve the right to allow students to remove their jackets while in class. Any boy who violates the dress code will be subject to disciplinary action as determined by the Dean of Students. The Dean of Students the final arbiter of any school dress code issue.

Students may wear:

- A sports coat or blazer
- Dress shirt with tie
- Trousers with belt loops and a belt or Shorts with belt loops and
- A belt
- Socks and shoes, earth tone in color (black, brown, tan, beige, etc.)
- Hair – neat, shoulder-length, and of natural color

Students may not wear:

- Jeans, cargo pants, cargo shorts or pants without belt loops and a belt
- Shorts on the first day of school or on the day of any formal assembly
- Clogs, sandals, or other backless shoes or logo type shoes (Nike, Adidas etc.)

On days of extreme weather, students may wear boots or other weatherproof shoes to school. Hats and overcoats are not permitted and should be kept in lockers or hung on one of the hooks located in each homeroom. On days of extreme heat, the Head of Middle School, the Assistant Head of Middle School, or the Middle School Dean will decide whether or not students will be permitted to remove their jackets during school that day. Jewelry, earrings, and extreme fashions are not permitted.

Computer and Cellular Phone Policy

- Students use of a device during the school day is clearly at the discretion of the teachers and staff members and is expected to be in support of educational activities. The school defines acceptable academic use as activities that directly or indirectly support the instructional practices of the school.

- Only our Form II boys are permitted to bring their own device to school. 6th grade and Form I boys have computers provided to them in each classroom. The general rule for computers in the classroom is: Obey the rules of the classroom.
- The general rules for cell phones in the classroom is: Cellphones are not permitted in the classroom without explicit permission from the teacher. Students using their cellphones in class or during the day without permission are subject to having them immediately confiscated.
- In order to build and deepen our sense of community, the use of computers, tablets, and cellphones in the dining hall during break and lunch hours is not permitted.

STUDENT SUPPORT

Introduction

Middle School students are offered academic and personal support in several ways, formally and informally, by prescribed methods and by referral. The most valuable support a school can offer its students are opportunities to achieve richly in one or several venues—academics, the intellect, interpersonal relations, the arts, music, or athletics. Achievement begets fulfillment, confidence, curiosity, and growth. Most youngsters find areas in which they do achieve at school, while others continue to search for skills and endeavors that will provide self-esteem and give them the confidence to manage all else that is expected of them.

Below are explanations of the various personnel, structures, and processes by which the School aims to support its youngsters beyond the curricular and extracurricular programs that are offered.

Sources of Support

Faculty

In all they say and do, within the classroom and without, Middle School faculty members have the greatest effect on our boys, and they are the students’ most regular and intimate source of support at the school.

The faculty are also the primary sources of extra academic support outside the classroom. “Extra help” sessions are scheduled frequently by faculty to aid students who are experiencing difficulty with course material.

Advisors

The advisory program of the Middle School is designed to foster the academic, emotional, and social development of Middle School students. Through consistent advocacy and mentoring, the advisor offers the student guidance as he takes part in the growth that is inherent to the Middle School experience.

The advisor is the adult in school who is charged with keeping a current knowledge of the advisee’s academic and personal standing and sharing this information with colleagues and the advisee’s parents. In this sense the advisor is the formal, though not exclusive, link between home and school.

The advisor also will explore the following issues, all of which are important to the adolescent experience, with advisees: peer relationships, self-reflection/decision making, academic organization, community service, orientation to the Middle School (sixth grade), team building/cooperation (Form I), and transition to the Upper School and leadership (Form II).

Assistant Headmaster

The Assistant Headmaster oversees all student support services as mentioned in this section, but also including athletics and health. As well, he is responsible for planning of special programs (such as Freedom from Chemical Dependency), activities, and assemblies in the affective sphere of the School's education.

School Counselor

The Middle School has a certified counselor on staff on a full-time basis to help students with their problems in a confidential manner. Referrals to our counselor may be made by teachers, parents, or students themselves. The counselor will advocate for the student and may request specified support from the faculty or other professionals.

School Psychologist

The School retains a psychologist three days per week to aid in the resolution of boys' difficulties. Students may self-refer or be referred by the school counselor or other staff. After a meeting or two with a student, the school psychologist may, if the case warrants it, refer the student to an appropriate professional.

Learning Specialist

The Middle and Upper Schools have a full-time reading and study skills specialist available to support students in both diagnostic and remedial work.

The Middle School also has a second reading specialist, provided by the Montgomery County Intermediate Unit on a limited basis. She serves both Middle and Lower Schools during her time at Haverford.

Grade-Level Faculty Meetings

Weekly meetings are held by teachers of each grade to identify common concerns around individual students' academic or behavioral progress. Strategies for remediation of students' difficulties are planned at these meetings.

COMMUNICATION BETWEEN SCHOOL AND HOME

To complete the educational circle, good communication between the School and a student's parents must occur. The following are the "lines of communication" that are maintained.

Parents' Night

Within the first month of school, a Parents' Night is held during which parents hear a ten-minute presentation by each of the teachers of their son's major courses. Teachers of other courses (Art, Music, Drama, Physical Education, Reading, and Computers) are also on hand for discussion. This evening gives parents a sense of the goals and expectations that each teacher holds for their sons.

Mid-Trimester Checklist (mid-marking period)

Mid trimester comments are sent out by the advisors halfway through each trimester. These checklists are not grade based but rather focus on skills that make our boys successful learners. They will receive a checklist for all of their classes

Parent-Advisor Conference

In October and March parents meet with their son's advisor to exchange information about progress made to that point and to discuss strategies for future success. The meetings are 20 to 25 minutes in length. To allow for the conferences, there is no school for students on that day.

Report Cards and Comments

Students receive a report card at the end of each trimester. Comments from all classes will accompany grades in the 1st and 2nd trimester. Boys who earn a C and below will also receive comments at the end of the 3rd trimester. .

Special Reports

At any point during the school year, a teacher may email home a "Middle School Special Report" to alert parents of either a special concern or a special achievement at that time.

Phone Calls, e-mail, Conferences

Calls from teachers to parents, or from parents to teachers, are advisable whenever one or the other sees them as necessary. Teachers will return phone calls as soon as possible. Conferences with a teacher or with several teachers may be planned as needed, by request of either teachers or parents. We encourage parents to also use e-mail as an effective method of communication with teachers.

Newsletters, Calendars

Prior to the start of school (in mid-August), and at several times during the school year, an informational letter written by the Head of Middle School is sent home. These letters are meant to update families on recent and near-future events, issues at hand, and the general progress of Middle School.

General Information

Health Forms

As communicated with enrollment agreements, each boy in Jr. Kindergarten through Form VI must have a physical examination by his family physician before he can be admitted to any class or athletic squad. The completed forms should be submitted to the school nurse.

Form I students must have a dental form on file at school. The dental card mailed home to parents must be signed by a dentist and returned no later than October 1.

Transportation

By bus

Students new to Haverford may be transported to and from school by the buses of their local school district. This is normally accomplished by parents calling the district to register their son. The Assistant to the Head of Lower School (school extension 1232) keeps busing information; she should be notified of your plan, and she can help if difficulties arise.

By car

Middle School students may be dropped off in the morning wherever it is convenient for parents. Please make all Middle School pick-ups after 3:30 p.m. at the Lancaster Avenue entrance and Railroad Avenue to accommodate Lower School pick-up.

Phone Calls

The Middle School Administrative Assistant can be reached for messages for students and teachers between 8:00 a.m. and 4:00 p.m. Because the faculty teach and coach, you may need to leave a message should you call. Your call will be returned as soon as possible.

Students, with permission, can use the phones available in the classrooms and offices.

Absences

Please alert the Middle School office of an absence as soon after 8:00 a.m. as possible. Daily attendance is completed by homeroom teachers by 8:15 a.m. If the school has received no explanation for an absence by 9:00 a.m., the Middle School Administrative Assistant will call home. A note should be sent with a student upon his return to school, explaining the absence.

A student should call a reliable classmate to obtain homework assignments for the day(s) he is absent (assuming he is well enough to study). It is the student's responsibility, upon his return to school, to seek his teachers' aid to determine and grasp what he missed in class.

The Haverford School does not support extended or unscheduled trips or vacations. If families wish to remove their son from classes, they must notify the school at least two weeks in advance. All homework missed during this period must be completed prior to returning to school. Test, papers, and quizzes will be given within the first week back as arranged by the teacher.

Snow Days

School may be canceled because of inclement weather. The Headmaster will make the decision, and the calling list will be activated. The School's radio cancellation number is 334. Class parents also may use the phone chain to inform parents of school cancellation. Parents need to use their own judgment about the advisability of venturing out in poor local weather conditions even if the School is open.

In the case of early dismissal from school because of inclement weather, you will be informed of early bus arrivals. A student may not leave school by any other mode of transportation without parental and school permission. A student will need to sign out in the reception room before he leaves so that we can communicate effectively with the parents.

The School Day

The school day runs from 8:15 a.m. to 3:30 p.m. Unless there are unusual transportation situations or early morning extra help sessions planned with a teacher, boys should not arrive at Middle School before 7:45 a.m. Monday through Friday after-school sports follow classes and end at 3:30 p.m., except on days of athletic contests. Contests, home and away, begin at 3:30 p.m. Transportation home from Haverford following a game must be arranged by families. When inclement weather cancels a practice or a game, boys will attend a late study hall until 3:30 p.m. If a contest is postponed or cancelled, boys will be notified by 1:00 p.m. and given an opportunity to alert their parents of the change.

Daily Schedule

Lunch

Students may bring a bag lunch, or they may purchase a full meal or a la carte items with cash or through a charge account which is available for all students.

Books

Text books and all materials will be provided by the teacher

Assignment Book

There is a required Middle School assignment book provided for all students in middle school

Notebooks, Binders, etc.

Middle school supply list is provided on our MS website.

Names on Books

Teachers will see that every book, when handed out, is labeled properly. It is helpful if parents double-check any book they see at home. We recommend that the student's last name be printed quite visibly along the outside of each book's pages.

Lockers & Locks

Each boy is recommended to have a lock for their locker. Student will have a book locker in Middle School and a gym locker. Gym lock combinations will be handed out in P.E. class. It is imperative that students protect their valuables by using a securely locked locker.

MIDDLE SCHOOL ATHLETIC PROGRAM

Philosophy

The emphasis of the middle school athletic program is to expose our boys to a variety of athletic opportunities which focus on participation, skill development, team spirit and teamwork. While winning is a desirable goal, emphasis will be put on receiving quality playing and coaching time. Middle school students must participate in some capacity during all three athletic seasons. We offer a variety of different sport choices throughout the 3 seasons and while we provide the boys with the opportunity to choose a sport for each season, they are not guaranteed their first choice. Size and available space limit certain teams, and "cuts" will be necessary. The school will make efforts to establish alternatives to supplement some of our more popular sports in which our team sizes are limited.

Gym Clothes

Each Middle School boy is required to wear a Haverford reversible shirt and a pair of gold shorts for physical education classes. Gym lockers will be assigned as part of each boy's first physical education class.

Athletic Information

The Middle School athletic program is described later in this handbook. On the first day of school, boys will be asked to make their choice for their fall team. Team organizational meetings will take place the follow week, and practices will commence. For the winter and spring seasons, boys will be asked to make their choice of sports two or three weeks in advance so that logistical matters may be foreseen by coaches and administrators. For every sport, coaches will provide information about equipment and give boys time to secure it.

Athletic Offerings

Fall Season

Intramural Volleyball	(6th, 7th, and 8th grade)
MS Cross Country	(6th, 7th, and 8th grade)
Football	Varsity (8th grade) Jr. Varsity (7th grade) 3rd (6th grade)
Soccer	Varsity (8th grade) Jr. Varsity Soccer (7th grade) 3rd (6th grade)
Water Polo	(6th, 7th, and 8th grade)
Golf	(6th, 7th, and 8th grade)

Winter Season

Basketball	Varsity (8th grade) Jr. Varsity Basketball (7th grade) 3rd Basketball (6th grade)
Intramural Basketball	(6th, 7th, and 8th grades)
Squash	(6th, 7th, and 8th grades)
Swimming	(6th, 7th, and 8th grades)
Wrestling	(6th, 7th, and 8th grades)
Ice Hockey	(6th, 7th, and 8th grades)

Spring Season

Baseball	Varsity (7th and 8th grades) Jr. Varsity Baseball (6th and 7th grades)
Fencing	(6th, 7th, and 8th grades)
Lacrosse	Varsity (7th and 8th grades) Jr. Varsity Lacrosse (6th and 7th grades)
Tennis	Varsity (6th, 7th, and 8th grades) Jr. Varsity (6th and 7th grades)
Track	(6th, 7th, and 8th grades)
Cross fit/fitness	(6th, 7th, and 8th grades)
Crew	(7th and 8th grades)

SCHOOL-WIDE INFORMATION, POLICIES, & PROCEDURES

The Haverford School Learning Center

The Learning Center, located in Crosman Hall and is a place where students in Middle Schools can go to receive academic counseling and support services. Tutoring referrals and time management strategies are provided. Available to all students, the Learning Center was developed to help all Haverford School boys reach their full potential. The strategies employed in the center are research-based and delivered in ways that have been proven effective by years of teaching.

The Center is also the clearinghouse for information about learning and learning disabilities. Any parent, student, faculty or staff member may request information and materials. Referrals for students

who have learning issues may be made to the Director of the Learning Center (at ext. 283), who provides academic guidance and skills assistance and who can help students with learning disabilities obtain course tutors, recorded textbooks, and special tape recorders. The Center, working with the Division Head, dean, and faculty, will assist students with learning disabilities in gaining appropriate accommodations for their disabilities.

Learning Center Services

Tutors

From time to time a student may want to employ a tutor to help him better understand a certain subject or to help him acquire a set of new skills. A list of tutors is available in the Learning Center for Middle and Upper School students. A student or parent may wish to consult with the Director of the Learning Center for advice as to which tutor will be the best match. Once a tutor is selected, the relationship becomes one between the tutor and the family. The Learning Center provides facilities and computers and will act as a liaison between the School and the tutor in coordinating assignments. The responsibility to evaluate the effectiveness of the tutor rests with the student and the family. In the Lower School, the reading specialist usually suggests a tutor.

Time Management / Study Skills Consultation

Time management/study skills are common areas of concern for Middle school boy. The Learning Center staff will meet with any student to discuss the implementation of various strategies over the course of the year.

Writing Assistance

A goal of the Learning Center is to assist students in developing their writing skills. The Center strongly encourages all students to fully utilize the computers and tools located in the Learning Center in all stages of the writing process. Teachers in the Learning Center carefully track improvements and help students learn to better critique their own work. Through these efforts, students will incorporate these skills into their writing for all classes and purposes.

Math Tutoring

Students struggling with mathematics are encouraged to meet with their teachers for support.. Haverford also offers a peer tutoring program. The tutors are Upper School volunteers whose participation in the program is approved by their math teachers. A student can use this time to work on homework, review concepts for tests, remedy past difficulties, or simply practice new skills. Appointments for students and peer tutors are scheduled at a time during the day that is mutually convenient.

Faculty Consultation

Faculty consult routinely with the learning specialists to discover and implement various learning strategies to serve students better. Faculty will refer a student to the Learning Center if the student is having difficulties in a course. As the student receives service, a close dialogue between faculty member, student, and learning specialist is established. Parents are encouraged to establish regular communication with the Learning Center staff.

Students with Learning Disabilities

A small, but significant, number of Haverford students have learning disabilities. This has been true throughout the School's history. Students with learning disabilities have met the same rigorous standards of admission that all Haverford students have met. Their academic records, test scores, and potential for intellectual growth have recommended them to us. Once admitted to the School the student with learning disabilities, like any student with disabilities, is entitled to certain "reasonable accommodations" from the School. In prior years, at Haverford and elsewhere, educators lacked the language and the understanding needed to cope with consistent effectiveness with these learning issues. In many cases talented, supportive teachers knew instinctively that a student's talents did not fit well with typical schoolwork, and informal accommodations were made.

The terms "learning disabled" and "dyslexic" are sometimes used interchangeably to refer to anomalies in a student's process of learning. These terms are inevitably simplifications that are used to describe a widely varying range and combinations of learning patterns. Usually, in Haverford's population, a learning disability involves the acquisition and expression of language or other symbolic systems such as mathematics. Most often, because of their intelligence, these students have learned to compensate.

A specific learning disability may affect, mildly or severely, one or more areas of academic performance, while learning in other areas remains relatively unaffected. Specific difficulties are frequently encountered with foreign languages, mathematics, reading, and with certain examination formats, regardless of subject area. A student may experience severe difficulties in one area, yet attain a high level of achievement in another. A student may, for example, experience enormous difficulty in foreign language courses, especially in drill sessions, while excelling in mathematics. The Haverford student with learning disabilities most often reveals his disability through poor performance (with associated frustration and anxiety) in spite of high motivation and many hours of study.

Forms of Learning Disabilities

The term "learning disability" refers to a variety of problems in information processing. No two students with learning disabilities are alike. Each has specific deficits in one or more of the following areas: spoken language skills, reading skills, mathematical skills, organizational and study skills, and social skills. Educational testing done by a licensed clinical or school psychologist is necessary to determine the exact learning disability.

Defining Attention Deficit Disorder

Attention Deficit Disorder is a syndrome which is characterized by serious and persistent difficulties in three specific areas:

1. Attention span.
2. Impulse control.
3. Hyperactivity (sometimes).

The child displays, for his or her mental age, signs of developmentally inappropriate inattention, impulsivity, and hyperactivity. People with the disorder generally display some disturbance in each of these areas. Manifestations of the disorder usually appear in most situations (e.g., home, school, social situations,) but in varying degrees. Some people, however, show signs of the disorder in only one setting. Symptoms typically worsen in situations requiring sustained attention such as doing class assignments or household chores. Signs of the disorder may be minimal or absent when the person is receiving frequent reinforcement or very strict control, or is in a novel setting or one-to-one situation. The signs must be reported by adults in the child's environment (e.g. parents, teachers).

Attention Deficit Disorder is a chronic disorder which can begin in infancy and extend through adulthood, having negative effects on a child's life at home, school, and within his community. It is conservatively estimated that 3-5% of our school age population is affected by ADD, a condition which

previously fell under the headings of “learning disabled,” “hyperkinetic,” or “hyperactive.” The term “Attention Deficit Disorder” was introduced to be more descriptive.

There are two types of Attention Deficit Disorder. Attention Deficit Hyperactivity Disorder (ADHD) includes a number of impulsive behaviors in addition to problems with organization and distractibility. In Undifferentiated Attention Deficit Disorder the primary and most significant characteristic is inattentiveness; hyperactivity is not present. It is believed that Undifferentiated ADD is currently underdiagnosed as it tends to be overlooked more easily in the classroom. Thus, children with this disorder may be at higher risk for academic failure than children with Attention Deficit Hyperactivity Disorder.

Diagnosing Attention Deficit Disorders

Students who have exhibited a number of specific behavioral characteristics for longer than six months may be at risk for having Attention Deficit Disorder. A diagnosis of Attention Deficit Disorder should be made only after ruling out other factors related to medical, emotional, or environmental variables which could cause similar symptoms. Therefore, physicians, psychologists, and educators often conduct a multi-disciplinary evaluation of the child including medical studies, psychological and educational testing, speech and language assessment, neurological evaluation, and behavioral rating scales completed by the child’s parents and teachers.

Treating Attention Deficit Disorders

The use of medication alone in the treatment of Attention Deficit Disorder is not recommended. A multimodal plan is usually followed for successful treatment of students with ADD. While not all children having ADD are prescribed medication, in certain cases the proper use of medication can play an important and necessary part in a child’s overall treatment. It is important that the school nurse be informed of all medications taken by a student with ADD to facilitate close cooperation between the child’s parents and other helping professionals in monitoring medication effectiveness.

Eligibility for Services and Accommodations

To establish eligibility for accommodations and to enable staff to work more effectively in the provision of services, students must provide documentation of the disability prepared by a psychologist or previous school diagnostician to the Director of the Learning Center. The documentation should include pertinent test reports and an interpretive narrative of the test results which addresses educational implications. Ideally, the test battery would include, but not be limited to, an individual intelligence test (WISC-R) and achievement test, reading and math measures, and a Bender-Gestalt or neurological screening.

The Haverford School strives to remove attitudinal and architectural barriers and meet the needs of Haverford students who have physical, emotional, and/or learning disabilities. Services are also available to students who are temporarily disabled. We design our services to eliminate competitive disadvantages of an academic environment while preserving academic integrity.

The Student Services staff is committed to providing student-centered services which meet the individual needs of each student. While the role of Student Services may differ in the life of each student, the goal is to assist all Haverford School students as they gain knowledge to recognize strengths, accommodate differences, and become strong self-advocates.

Staff members are available to discuss learning management issues such as course load, learning strategies, academic accommodations, petitions for course waivers or substitutions, and funding. Students

may be referred for additional services, including diagnostic testing, tutors, and specialized non-credit courses that are available on a fee basis.

Educational Testing

Reasonable Accommodations

According to current regulations, students with documented learning disabilities have the same legal entitlements as students with physical disabilities. Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 prohibit discrimination on the basis of disability. Federal regulations mandate “reasonable accommodation” for students with learning disabilities in the same way that they mandate curb cuts and ramped entrances to classroom buildings for physically disabled students.

In order to qualify for accommodations under Section 504 and the Americans with Disabilities Act, a student must have an outside diagnosis reviewed by, and on file in, the Learning Center. What constitutes “reasonable accommodation” in a specific case is an individualized matter and must be worked out in consultation between the faculty member and the student with the Director of the Learning Center and/or Director of Student Services.

In certain individual cases, the following kinds of accommodations have proved useful:

- Additional time to complete exams, quizzes, or written assignments.
- Permission to record lectures.
- Permission to use calculators during exams.
- A separate room for exams.

Foreign Language Waiver

Some students with a specific language disability qualify to be waived from Haverford’s foreign language requirement. Haverford requires that the student take the Modern Language Aptitude Test administered by a licensed psychologist in order to be exempted. In these few but significant cases, Haverford strongly recommends that the parents and the student consult with the college counselor prior to waiving the language requirement. To pursue the foreign language waiver, please call the Director of the Learning Center.

How do I Access Learning Center Services?

To access services provided by the Learning Center, students, parents, and faculty members should make an appointment to meet with the Director of the Learning Center.

Students are frequently referred to the Learning Center by the Director of Student Support services after consultation with teachers, advisors, division heads and Deans. Staff members then notify the student of an appointment in a discreet manner. Once an appointment has been set, the student must treat this appointment like any other obligation he has at school.

Parents are encouraged to call Learning Center staff members if they have of securing Learning Center services from beginning to end. Haverford has found that without parental support, students have a very difficult time reaching their full potential.

Learning Center Resource List

Learning Issues

Levine, M.D. (1987) Keeping Ahead in School. Cambridge, MA: Educators Publishing Service, Inc.

Levine, M.D. (1990). *Developmental Variation and Learning Disorders*. Cambridge, MA. : Educators Publishing Service, Inc.

Silver, L.B. (1992). *The Misunderstood Child*. Blue Ridge Summit, PA: Tab Books.

Vail, P. (1987). *Smart Kids with School Problems*. NY, NY: New American Library.

Attention Deficit Disorder

Barkley R. (1990). *Attention Deficit Disorder: A Handbook for Diagnosis and Treatment*. NY, NY: Guilford Publications.

Hallowell, E.M. & Ratey, J.J. (1994). *Driven to Distraction*. NY, NY: Random House, Inc.

Kelly, K. & Ramundo, P. *You Mean I'm Not Lazy, Stupid or Crazy*. Cincinnati, OH: Tyrell and Jerem Press.

Study Guides

Kahn, N. (1990). *More Learning in Less Time*. Berkeley, CA: Ten Speed Press.

Pauk, W. (1990). *How To Study in College*. Princeton, NJ: Houghton Mifflin Company.

Sedita, J. (1989). *Landmark Study Skill Guide*. Prides Crossing, MA: Landmark Foundation.

Colleges

duChossis, G. & Stein, E. (1992). *Choosing the Right College*. NY, NY: Henry and Lucy Moses Center for Students with Disabilities. Copies are \$2.50 with a check payable to NYU Access to Learning. Mail to: The Henry and Lucy Moses Center for Students with Disabilities, Access to Learning, 566 LaGuardia Place #170, New York, NY 10012.

Vogel, S.A. & Adelman, P. (1993). *Success for College Students with Learning Disabilities*. NY, NY: Spriner-Verlag.

INFORMATION SERVICES

Overview

Information services exists to provide the means and opportunities for the members of the Haverford community to use information technology and resources in their quest to become productive and active life-long learners. Both the Library and Technology Departments strive to offer a variety of methods for enhancing and enabling the teaching, learning, and working of the School. Our mission is to provide the tools for information seeking and gathering activities; to integrate the use of these skills into the curriculum; and to offer services in the way of training, reference, and professional development to all members of the community.

The Libraries

Severinghaus Library, dedicated in 1980 and named after former Headmaster Dr. Leslie Severinghaus, is in many ways the academic heart of the School. Charged with the mission of instructing students in information technology, fostering a love of reading, and providing information services to the entire community, it currently houses some 30,000 volumes, over 300 periodical subscriptions, local and national newspapers, more than 400 videocassettes, and a variety of electronic resources, both CD-ROM and Web-based. Through a program with the state of Pennsylvania, the library has access to the library collections throughout the state, the nation, and the world.

The library is open when school is in session Monday through Friday, from 8:00 a.m. to 4:30 p.m. While using the library, students should remember the following:

- The library staff is on hand to provide instruction, advice, and training needed to use the facilities wisely and well. Staff members work with teachers to seek new and interesting ways to teach information-seeking skills in the context of the curriculum.
- All materials must be checked out at the circulation desk before being removed from the building.
- The library staff is on hand to provide instruction, advice, and training needed to use the facilities wisely and well. Staff members work with teachers to seek new and interesting ways to teach information-seeking skills in the context of the curriculum.
- All materials must be checked out at the circulation desk before being removed from the building. Taking material from the library without permission is a serious offense.
- All borrowed materials will be marked with a due date. Students are expected to return their materials by that date. Renewals are offered on all materials, unless another borrower has requested a reserve notice.
- If a student fails to return library material on time, he will be given two notices, in homeroom or in his mailbox. At the end of each semester, a notice will be sent home to parents. If materials are not returned before June 15, they will be presumed lost and a charge for any lost items, including a processing fee, will be included in the final bill.
- Seating in Severinghaus Library is designed to provide places for quiet reading and reflection, for group study, and for classes and active research. Students are expected to behave considerately, quietly, and purposefully in the library. Any student unable to comply with the noise restrictions will be asked to leave, and his name will be turned in to the Head of his division. All school rules apply to the Severinghaus Library, including those regarding gum and dress regulations. Eating and drinking are not allowed in the building.
- Other services provided by the library include the use of a student photocopier at five cents per copy, the use of the computers and peripheral equipment, and scheduling for Ball Auditorium and all audio-visual equipment used on campus.
- The library collects materials so that they may be of use to the widest possible audience. Although circulation of reference materials, current periodicals, and other materials is restricted, the library tries to provide liberal access to its collection.

HEALTH REGULATIONS

Physical Examinations – Each boy in Jr. kindergarten through Form VI ***must have a physical examination by his family physician before he can be admitted to any class and before admission to an athletic squad.*** Forms must be filled out in their entirety, notifying the School that neurological and orthopedic checks have been done. The student will not be permitted to participate in practices or games until this is accomplished.

Dental Examination – All boys in Grades 1, 3 and Form I must have a dental form on file. Dentists should sign and return the dental card to the School by July 15.

Immunization – A “***Certificate of Immunization***” Card completed by his physician must be on file for each boy in Grade Jr. K-12 before he will be permitted to attend classes. This card is kept on file in the infirmary and updated each year as the student is promoted through the various grades. Any measles vaccine given before 15 months of age is ineffective and must be repeated. Pediatricians are now recommending a second measles booster. Families need to check with their doctors to see at what age the shot should be given.

State Law Exclusions – Students will be excluded from attendance during intervals listed below and must bring a signed note from a physician when they return:

- Chicken Pox 7 days from onset of illness
- German Measles 4 days from onset of rash
- Measles 4 days from onset of rash
- Mumps 9 days or until swelling can no longer be seen or felt
- Whooping Cough 28 days after onset of illness
- Conjunctivitis 24 hours after beginning of appropriate medication
- Impetigo until judged non-infective by school nurse or physician
- Pediculosis until judged non-infective by school nurse or physician
- Ringworm, ANY rash unless doctor’s note confirms it not contagious

Medical Absences – Students should not come to school ill. Parents need to telephone the School before 9:00 a.m. to tell the division secretary the nature of a student’s illness and again if there is a change in diagnosis. Strep throat or any other contagious disease must be reported directly to the nurse. On returning to school after an illness, student’s must present parental or medical written excuses to the school nurse and the Division Head. If a student sustains a serious injury, e.g. fracture, dislocation, stitches, etc., or undergoes surgery of any kind, his parents must communicate appropriate information to the nurse so that he may be cared for adequately by faculty, administrators, and others.

Students who become ill at school must report to the infirmary **BEFORE** calling home. If a student is to be sent home, the nurse will call and make arrangements as to how the situation will be handled.

Students may not leave to go home without permission.

Policy for Dispensing Medication

Every effort should be made to give medication at home. If, under exceptional circumstances, a student needs to take medication during school hours and the parent cannot be at school to administer the medication, it may be given in compliance with the following regulations:

Oral Medication Only

Written instructions, signed by the parent and physician will be required and will include:

1. Child’s name
2. Name of medication
3. Time to be administered
4. Dosage
5. Termination date for administering medication

All medications must be sent in the prescription-labeled container which cannot be returned daily. (If necessary, parents should request a duplicate container from the pharmacist.) Unused medication will be returned to the parent only upon request. Otherwise, the prescription will be discarded one week

following the termination date of the prescription. Medication will not be administered except as outlined in this policy.

SEXUAL HARASSMENT POLICY

Statement of Purpose

The Haverford School believes in the dignity of the individual. It is the policy of The Haverford School that every member of the School community be treated with sensitivity and respect. The School is committed to ensuring a work environment free of sexual harassment. Sexual harassment is unacceptable and unlawful conduct which will not be tolerated. Both men and women may be subjected to sexual harassment. Sexual harassment of employees, students, or applicants for employment in any form is strictly prohibited. Those who engage in or encourage any act or conduct constituting sexual harassment will be subject to disciplinary action up to and including discharge.

Definition of Sexual Harassment

Sexual Harassment is unsolicited, unwelcome, unwanted sexual attention, sexual advances, requests for sexual favors, verbal, visual or physical conduct of sexual nature, or other offensive sexual behavior that, because of its severity and/or frequency, creates an environment that a reasonable person would find intimidating, hostile or offensive. Sexual harassment is unlawful even when the alleged conduct has caused an individual no economic harm or loss of other tangible job benefits, or adversely affected their education. Actions of sexual harassment may include, but are not limited to, the following:

1. Physical harassment including rape, any coerced sexual acts, or unwelcome touching in any form.
2. Subtle pressure for sexual activity, or for a relationship that takes on sexual or romantic coloring, exceeding the limits of normal, healthy relations, between adults, between students, or between adults and students.
3. Any demeaning sexual propositions.
4. Leering or ogling at a person's body.
5. Sexually explicit or suggestive remarks about a person's physical attributes, clothing, or behavior.
6. Sexually stereotyped or sexually charged insults, or humor.
7. Inappropriate personal questions of a sexual nature.

Individuals Covered by this Policy

This policy covers all students, faculty, administrators, support staff, and part-time employees of The Haverford School.

Procedure for Reporting Complaints of Sexual Harassment

The Haverford School is committed to prompt, diligent and impartial enforcement of this sexual harassment policy.

Two senior members of the faculty or administration, one male and one female, appointed by the Headmaster, will be assigned to investigate promptly complaints of sexual harassment. On being advised of a complaint, and after initial consideration, they will, if deemed necessary, convene an ad-hoc committee to initiate a thorough investigation of the matter. An alternate faculty member will be named also, as someone who can be approached in the event of a complaint in which one of the two, senior, designated persons is charged with being involved in the harassment.

Any person who feels that he or she has been subjected to sexual harassment must take the following steps:

1. Let the offending person or persons know that the behavior is considered offensive and should stop. The offended party should be firm and direct and give a clear message about his or her feelings. The offended party should not apologize for addressing the issue.
2. If the offended party does not feel comfortable confronting the offending person alone, he or she should include a third party in the conversation, or objections should be put in writing to the offending person.
3. The offended party should keep a record of when, where, and how the harassment or mistreatment occurred; include witnesses, direct quotations, action, evidence, and copies of any written communication.
4. If the offending behavior persists, it is incumbent upon the offended person or persons to report the matter promptly to the appropriate faculty member designated to handle such complaints. In the event the offended person is uncomfortable discussing the matter with the designated faculty member, or believes that the complaint has not been satisfactorily resolved after being brought to the attention of the designated faculty member, the offended person should report the matter immediately to the Head of School. Students who feel they are victims of harassment should speak to their homeroom teacher, advisor, or any teacher in the school in whom they feel they can confide. It is the responsibility of any adult who receives a complaint from a student to inform the appropriate, designated faculty member immediately. Failure to report incidents of sexual harassment promptly will hinder the School's ability to investigate a complaint of sexual harassment, and will limit the School's ability to stop and/or prevent further harassment. Employee cooperation in reporting acts of sexual harassment is essential to an effective sexual harassment policy.

Procedure for Investigation of Complaints

Any alleged violations of the policies and expectations stated in this document involving faculty, students, or staff, will be taken seriously and investigated promptly and thoroughly. Such an investigation will be conducted confidentially, to the extent possible, and will strive to protect, as much as possible, the privacy of the individuals involved. Facts of an investigation will be limited to those with a need to know. The investigation will include interviews with the alleged harasser and witnesses, as well as a review of relevant records.

In all cases, the offended person will be advised of the outcome of the investigation. Following a full investigation of the circumstances, if the senior faculty member in charge of complaints determines that there has been violation of school policy, he/she, in consultation with the committee reviewing the case, will recommend a course of action to the Headmaster.

Procedure for Resolution of Complaints

The appropriate action will be based on the particular facts and circumstances of the situation as determined through the investigation of the complaint.

Sanctions for sexual harassment may include, but are not limited to, the following:

1. An apology to the individual(s) involved and/or the school community.
2. Participation in an appropriate plan of education (e.g. workshops or counseling dealing with the issues of prejudice, etc.).
3. Placement of record of the incident in student or personnel file, permanently or for a specified period.

4. Probation, suspension, non-renewal of appointment, or termination.

Retaliation

Retaliation in any form against a complainant will in itself constitute cause for appropriate disciplinary action. The Haverford School will make every attempt to protect those reporting complaints from retaliation or any other detrimental impact on their employment or education that might result from their making a complaint. Employees accused of sexual harassment will be warned that any form of retaliation taken against an individual submitting a claim will be grounds for discipline, including termination. False accusations made knowingly, however, or accusations made maliciously in an attempt to unfairly discredit someone, shall be treated as serious violations of this policy. In such cases, the accusing individual will be subject to disciplinary action up to, and including, separation from the School for a student, and termination of employment for an employee.

CHILD ABUSE AND CHILD NEGLECT

It is the policy of The Haverford School to protect the health and welfare of its students. Real and/or suspected abuse or neglect of any student will be processed in accordance with state laws and regulations.

Definitions

Child Abuse is defined as serious physical or mental injury which is not accidental; sexual abuse or exploitation; or serious physical neglect of a child under age 18, all caused by acts or omissions of the child's parent, a person responsible for the child's welfare, an individual in the same home as the child, or a paramour of the child's parent.

Physical Abuse is a serious physical injury which is not accidental and may cause the child severe pain, impair the child's functioning, or represent a pattern of unexplained injuries over a period of time.

Mental Abuse is a psychological condition caused by the acts or omissions, including the refusal of appropriate treatment, of a parent or caretaker.

Sexual Abuse is when a child has been involved in sexual activity for sexual gratification of the abuser or of the child.

Child Neglect is failure to meet a child's basic needs for life essentials on a daily basis.

Mandated Reporter is anyone, who, in the course of their employment, comes in contact with children and will report in accordance with this policy and state law when he/she believes that a child is abused. This includes all school employees. He/she is provided legal immunity from liability under the law.

References

Child Protective Services Law (PA Act 124 of 1975)

Juvenile Act (PA Act 333)

Procedure

Education

The school will make a good faith effort to educate members of its community on aspects of child abuse and neglect.

- Appropriate resources will be distributed at the beginning of each school year.
- The policy will be discussed at the new student/parent orientation programs.
- The policy will be included in the student and faculty handbooks and other appropriate publications.
- Appropriate posters will be displayed in strategic locations (student and faculty lounges).

Investigation of Child Abuse and Neglect

When any member of the School is aware/suspicious of a student who may be abused/neglected, he/she is responsible for notifying the Headmaster as soon as possible but no later than 24 hours after becoming aware of the situation.

- Any employee who intentionally fails to report suspected abuse/neglect could receive disciplinary actions up to and including termination as determined by the Headmaster. The Headmaster will refer the student to the school nurse and/or the school psychologist. The Headmaster is responsible for overseeing the investigation and will convene a committee to investigate the situation.
- A trained member of the committee will interview the student to obtain the necessary information to determine whether abuse has occurred and then report back to the committee.
- If there is sufficient evidence to warrant additional action, the Headmaster or designee will inform the Office of Children and Youth (OCY).
- The Written Report of Suspected Child Abuse will be completed and filed by the Headmaster according to law.
- If there is concern about the child's safety in returning home at the close of the school day, the OCY should be notified immediately.
- If there is not sufficient evidence, then the committee will continue to observe/monitor the child to ensure his safety.
-

All information is confidential and is disclosed on a need-to-know basis. This is determined by the Headmaster.

THE HAVERFORD SCHOOL REFERENCE PAGES

How To Write A Bibliography In MLA Format

Remember

- alphabetize by author's last name
- if there is no author, start the citation with the title and alphabetize by title
- do not categorize citations as "magazine" "books" "Internet" etc. All citations are listed together alphabetically
- for the title you may use italics instead of underlining
- always indent second and third lines
- double-space the citation and between citations

A Book by One or Two Authors

Gilbert, Martin. *The Second World War: A Complete History*. New York: Henry Holt, 1989.

Sorensen, Sharon and Bob LeBreck. *The Research Paper*. New York: Amsco Publications, 1994.

A Book with an Editor

Fraser, Antonia, ed. *The Lives of the Kings & Queens of England*. New York: Alfred A. Knopf, 1975.

An Article in a Reference Book

Ollman, Bertell. "Marxism." *Academic American Encyclopedia*. 1989 ed.

Trainen, Isaac N., et al. "Religious Directives in Medical Ethics." *Encyclopedia of Bioethics*. Ed.

Warren T. Reich. 4 vols. New York: Free Press, 1978.

An Article with No Author in a Reference Book

"Modernism." *American Heritage Dictionary*. 1986 ed.

"Cheetah." *Encyclopedia of Endangered Species*. New York: Marshall Cavendish, 1994.

An Article from a Magazine

Begley, Sharon. "A Healthy Dose of Laughter." *Newsweek* 4 Oct. 1982: 74.

Motulsky, Arno G. "Impact of Genetic Manipulation on Society and Medicine." *Science* 14 Jan. 1983: 135-40.

An Article from a Newspaper

Colling, Glenn. "Single-Father Survey Finds Adjustment a Problem." *New York Times* 21 Nov. 1983: 20.

Dalin, Damon. "A \$7 Greeting Card? Yes, but Listen to the Melody It Will Play for You." *Wall Street Journal* 10 May 1983: A37.

A Video

Alzheimer's Disease. Videocassette. Prod. Hospital Satellite Network. American Journal of Nursing, 1985. 28 min.

A CD-ROM

Frey, Herbert. "Mars (planet)." *The New Electronic Encyclopedia*. CD-ROM. Danbury, CT: Grolier Inc., 1991.

"Cocker Spaniels." *Microsoft Dogs*. CD-ROM. Microsoft Corp., 1995.

A Web Page

Author. "Title of page or article." *Title of Complete Work*. Date last updated (if available.) URL. Date you visited.

Abilock, Debbie. "Research on a Complex Topic." *Nueva Library Help*. 8 August 1996.

<http://www.nueva.pvt.k12.ca.us/~debbie/library/research/advice.html>. (3 Sept. 1996.)

An Article From An Electronic Database (ProQuest; Electric Library)

Gaddis, John Lewis. "Face-off." *U.S. News & World Report*. 18 Oct., 1999: pp 38. Online. Electric Library.

Using SQ3R For Textbook Reading

Survey

Spend the first three to four minutes previewing the chapter. Skim the whole assignment, noting the bold face print, chapter headings, subheadings and italicized words. Look at any charts, pictures, graphs or other visual material and read the caption below. Briefly read any introductory paragraphs and summary sections. Note any glossary terms listed.

You should now have an idea about what you will be reading. Understanding the overall plan will help you organize and store the information in your mind as you read through the assignment.

Question

For each section of the chapter, write a question that you think will be answered. Sometimes you can turn the headings and subheadings into questions. Recognize that the details are there to explain and support the main points. Try to make questions of the main points of the section.

Read

Read to find the answer to your first question. Stop reading at the end of the section.

Recite

Looking up from the text, state from memory the answer to your first question. Use your own words and give any examples to support your statements. Jot down your answer in phrases.

(Now repeat the steps Question, Read, and Recite for each section of the reading. Write a question for the next section, read to find the answer, look up and recite the answer in your own words and jot down key phrases in your notebook for future study. Read in this active way until you complete the assignment.)

Review

After you have completed the entire lesson, look over your notes briefly. Try to focus on the main points of the reading, asking yourself what is most important about each section. Recite the key points or write a brief summary of the whole reading.

Following this method, you will have feedback as to whether or not you understand what you have read. The immediate review helps to fix ideas in your memory. The brief notes taken will serve as a tool for future study.