



**UPPER SCHOOL
PARENT AND STUDENT HANDBOOK
2020-21**

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STATEMENT OF MISSION

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.

THE HAVERFORD SCHOOL PRINCIPLES OF COMMUNITY

The Haverford School is committed to creating a supportive, inclusive, and diverse 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.

The Haverford School community is built on trust and respect for one another.

A fundamental principle of The Haverford School community is individual responsibility. All members of our community – students, teachers, administrators, parents, and alumni – should consider and account for the moral and legal implications of their conduct, have the courage to do what is right, and accept responsibility for their actions.

All of us should strive to:

- Treat others honestly, fairly, respectfully, and courteously
- Practice empathy, compassion, and generosity of spirit
- Strive for inclusiveness by avoiding cliques and snobbery
- Discourage and refrain from verbal abuse and bullying
- Reject superficiality, materialism, and a sense of entitlement
- Work together to find commonalities and resolve disagreements amicably
- Celebrate the many ways boys and young men learn, think, and succeed
- Create a community where illegal or abusive drug and alcohol use is not tolerated
- Promote citizenship and advance the greater good for our community and the world around us
- Participate in the life of the School by supporting Haverford's programs and personnel
- Understand and embrace the School's mission and vision and work together as partners to educate our boys for life
- Communicate openly, honestly, and constructively with each other and at the appropriate level and, following such dialogue, abide by the School's decision

Haverford believes that a diverse and inclusive community is a better learning environment, 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 all prejudices, particularly those based on race, ethnicity, national origin, culture, religion, socioeconomic 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.

THE HAVERFORD SCHOOL HONOR CODE & COMMUNITY STANDARDS

The Honor Code's primary purpose is to promote the values included in the Statement of Community Values through educational and rehabilitative programs that encourage students to think about and act on the values of respect, honesty, and courage. The Honor Code is mainly governed, enforced, and mandated at the discretion of the student body. As such, it represents the fundamental ideals upon which the student body strives to have within The Haverford School's community.

The Haverford School's Honor Code elaborates the highest ideals of our community. However, while the Honor Code courses through all aspects of school life, it does not regulate, detail, nor rule on all indiscretions. The following community 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.*

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.

5. *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 "Discipline Policy" section of this handbook for the consequences of violating these community standards.

THE 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

1. 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.
2. 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.
3. The School seeks and values the parents' perspective on the student.
4. Teachers and administrators are accessible to parents and model candid and open dialogue.
5. The School keeps parents well informed through systematic reports, conferences, publications, and informal conversations.

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6. The School defines clearly how it involves parents when considering major decisions that affect the school community.
 7. The School offers and supports a variety of parent education opportunities.
 8. The School suggests effective ways for parents to support the educational process.
 9. The School actively seeks the knowledge it needs to work effectively with a diverse parent body.

WHEN TO SEE WHOM ABOUT WHAT

The Haverford School faculty and staff form an umbrella in an attempt to meet the needs of the students in every aspect of school life. In terms of assistance to students' families, there are a variety of people available.

The *Advisors* are faculty members who are available to:

- be advocates for their advisees and/or parents.
- be the liaison between school and home.
- assist in the protection of the welfare of advisees.
- listen to advisees' concerns and problems.
- assist advisees in selecting the best possible academic and extra-curricular program.
- lead discussions in which the ethics and values of the school community are examined.

The *Department Chair* is available to:

- discuss questions or concerns you or your son has about his placement in a particular class or level.
- discuss questions or concerns you have about the curriculum in that discipline
- discuss questions or concerns you have about your son's teacher (provided that you have first communicated those questions or concerns to the teacher first.)

The *Upper School Dean of Students* is available to:

- be a contact for teachers and advisors.
- attend parent/student/teacher conferences.
- address the unique needs of each form.
- conduct one-on-one counseling with students.
- assist and/or conduct an intervention when necessary.
- explain school rules and guidelines and be responsible for the overall enforcement of school rules.
- facilitate student-to-student and student-to-faculty communication.

The *Head of Upper School* is available to:

- discuss all academic matters.
- advise students and parents about course selections.
- address all academic scheduling matters.
- assist advisors in preparing the best possible academic program for students.
- discuss issues related to the daily life of the Upper School.

The ***Director of College Counseling*** is available to:

- advise on all college matters, including College Board testing.
- meet with students and parents to discuss college choices.
- assist students with the college admission process.
- conduct special programs for students and parents.
- advise regarding the college choices and placement.
- advise on summer growth and pre-college summer educational opportunities.

The ***School Counselor*** is available to:

- provide confidential personal counseling for students
- meet with students and families
- support teachers and administrators work with students
- conduct seminars on various topics (e.g. adolescent development, substance abuse)
- facilitate the Peer Counseling program
- serve as a resource to parents

The ***Director of the Learning Center*** is available to:

- interpret assessments for learning difficulties.
- develop with students learning approaches that are effective and successful.
- refer students for an educational test battery.
- conduct seminars and training for faculty regarding learning styles and differences.
- conduct meetings with students, parents, and faculty.
- determine effective strategies to support students.

The ***School Nurse*** is available to:

- administer medical care.
- administer the distribution of prescription drugs.
- provide confidential counseling on health related issues.
- answer student questions regarding health and wellness issues.

UPPER SCHOOL INFORMATION

ACADEMIC INFORMATION

Graduation Requirements

The Haverford School curriculum provides students with a wide variety of course offerings, designed to develop their reasoning abilities, aesthetic sensibility, intellectual curiosity, and moral vision. Departmental requirements are designed not only to comply with all college entrance requirements, but also to excite students about learning and broaden their approach to intellectual pursuits.

In order to graduate, a student must achieve a passing grade in all courses, and successfully complete the VI Form Graduation Project. If a Sixth Former fails or has a grade of Incomplete in one or more courses, he may not be permitted to participate in Commencement exercises, and the faculty and administration will determine a remedial plan of action. **It is important to note that all Failures and Incompletes must be made up by September 1 following commencement; otherwise, the student may lose the opportunity to graduate from Haverford.**

A diploma signed by the Headmaster and the Chairman of the Board of Trustees depends upon not only successful completion of academic requirements, but also satisfaction of all financial obligations to the School. Haverford reserves the right to withhold a final transcript from a student's college until all bills are paid. Questions should be directed to the Business Manager or the Headmaster.

To be eligible for a Haverford School diploma, students must complete four years of secondary school, including the minimum requirements listed below (with recommended coursework for students interested in competitive colleges appended in parentheses).

Academic Requirements

1. **English:** 4 years
2. **History:** 3 years (4 years recommended)
Ancient World History, Modern World History; U.S. History
3. **Foreign Language:** 2 consecutive years of one language (3 or more years recommended).
4. **Mathematics:** 3 years
5. **Laboratory Science:** 3 years including biology and a physical science (a sequence of Form III Physics, Chemistry, and Biology)
6. **Fine Arts:** 1 year
7. **Physical Education:** Health/physical education classes are required during the Form IV year.

Athletic Requirements

Every student in the Upper School must meet the athletic requirement as outlined on page in the Athletic and Physical Education section of this handbook.

Summer Session Credit/Outside Credit

Students cannot receive credit toward departmental graduation requirements for summer school work unless the course is to make up for failing a course during the school year. All such courses must be pre-approved at Haverford by the department head and the Upper School Head. In addition to taking the course, a student may need to take a proficiency test upon return to Haverford in order to receive the credit and move on to the next level. With the exception of some math and language classes, a student does not receive credit for coursework done prior to Form III. In rare cases, pre-approved online summer coursework may qualify towards fulfillment of a diploma requirement. In such cases, that course's transcript will be affixed to the student's Haverford transcript.

Independent Study

This is a privilege generally reserved for sixth formers in which a student designs a course in a demonstrated area of interest, and, with the guidance of a course advisor, pursues it independently. Proposals are due by the end of the first week of the semester. See the Head of the Upper School for a form well in advance of submitting your proposal. Approved courses are usually a student's sixth course. The program is not intended for work that is available in the formal curriculum or as a convenient way to circumvent diploma requirements. Please note that course advisors are volunteers and thus, you should not expect/plan on their availability.

Grade Scale

To help with better understanding the assigning of grades we have provided a chart which outlines the conversion from the "old" number grades to the "new" letter grades:

Letter	Numerical Range	Scale Equivalent
A+	$97 < x < 100$	4.3
A	$93 < x < 97$	4.0
A-	$90 < x < 93$	3.7
B+	$87 < x < 90$	3.3
B	$83 < x < 87$	3.0
B-	$80 < x < 83$	2.7
C+	$77 < x < 80$	2.3
C	$73 < x < 77$	2.0
C-	$65 < x < 73$	1.7
F	< 65	0.0

Although grade point averages are used for a limited number of in-house purposes, we supply neither GPA's nor class ranks outside organizations (e.g. colleges) unless they are specifically required.

I – *Incomplete*: Work not finished for an acceptable reason, e.g. illness. Late work is not, in itself, a justification for an Incomplete. Incompletes must be made up within a period specified by the instructor, who, in all cases, is responsible for receiving the completed work and submitting a final grade.

Teachers are under no obligation to round grades. They are expected to make their grading policies clear in the course syllabus and apply those policies fairly.

Reports & Frequency

The school year is divided into two semesters. Each semester has an exam period, including review days and an exam week. An exam is worth 20% of a semester grade and a semester grade will count for 50% of the Final Grade. Only Final Grades appear on Haverford transcripts.

Once each semester, faculty write interim comments in every subject area. Students will receive letter grades at the end of every marking period. Passing is a C-. If a student receives a grade below a C+ at the end of the first or second semester, the posting of that grade will be also accompanied by a written comment.

Cum Laude

Cum Laude, a national honor society for secondary schools, has as its purpose the support of learning and sound scholarship. The Haverford chapter's standards for election to membership in Cum Laude are academic average, an interest in the life of the mind, good character, and a sense of honor.

The constitution of the Cum Laude Society does not allow a chapter to elect to membership more than 20% of a VI Form class. It may elect the whole number toward the end of the Sixth Form year, or not more than 10% at the end of the Fifth Form year. There is no requirement that the full number permitted be elected every year.

Policies and Procedures

Course Changes during Add-Drop

In the fall and spring semesters, course changes are allowed during the first full cycle of the course. Students must fill out the drop/add form available in the Registrar's office. A student is expected to attend a class, even if he intends to or is in the process of dropping it. Any such absences will be considered unexcused.

Mid-Course Changes

Dropping classes after the add-drop period is discouraged. If a student, faculty member, or administrator feels a student should change courses after add-drop but before the midway point of the semester should follow this procedure:

- The student (or initiator) obtains an add/drop form from the Upper School Head's office and completes the top of the form, stating the reason for change.
- The advisor, teacher, parents, and Head of Upper School must approve the change.

Course Changes After the Semester Midpoint

No course may be dropped after the midway point of a transcript grading period unless extenuating circumstances exist. Students who drop courses on their own by non-attendance are given a failing grade. Petitions for exceptions to this policy are reviewed by the Committee on Educational Policy.

A student who drops from an accelerated* section to a standard section before the semester midpoint will have his grade determined at the discretion of the two teachers with guidance from the department chair. In most cases, the grade he earns in the standard section will be his Final Grade but in some cases, it may be necessary to "pro-rate" the grade based on the number of assessments in each class. Students who drop from an accelerated* class to a standard class at between semesters will receive semester grades for each course.

Section Changes

Section changes may be made only with the approval of the department head and the Head of Upper School. Approval is rarely granted.

No course changes will be made based on a desire to have or not to have a particular teacher. We make every effort to ensure that boys will not have the same teacher (s) for two years in a row, although staffing and scheduling needs sometimes preclude us from doing so. Otherwise, students are assigned to specific class sections randomly by the computer.

Academic Warning

At the end of each semester, the Head of Upper School and the Upper School Dean of Students, with input from the faculty, will review students about whom they have concerns,

either academic or behavioral. In some instances conditions will be established for continuation at Haverford. A student can be asked to leave for behavioral reasons as well as academic reasons.

Students in serious academic difficulty will be placed on Academic Warning. Any student with a GPA of 2.5 or below at the end of a semester will be usually be placed on Academic Warning.

If the student is placed on Academic Warning after the first semester, this means generally that his enrollment agreement will be held until the end of the academic year. If the student is placed on Academic Warning at the end of the second semester, this means generally that their enrollment at the School will be reviewed after the first semester of the following year.

The goal is to work closely with the student, teachers, parents, advisors, the learning center and outside support so that a student can meet with success and be removed from Academic Warning. However, if a student is placed for a second time on Academic Warning, he will seriously jeopardize his enrollment at The Haverford School. *In some cases the Head of Upper School may determine that a student with strong faculty support but a GPA below 2.5 does not warrant placement on Academic Warning.*

If a student fails two or more courses in an academic year, he will be required to repeat the year or his re-enrollment contract will be withdrawn.

Academic Deadlines

The purpose of a late policy is to make students aware of the importance of adhering to a deadline – not to reduce the motivation to complete and submit work. To avoid penalties students must hand in assignments, papers, homework, and projects on the due date and time determined by each faculty member. The following guidelines govern late work and missed graded evaluations:

If a student wishes to request an extension, he must do so in or before the last class meeting before the due date. A student should not assume that his request has been granted until his teacher has confirmed the extension. Whether or not to grant a student an extension is entirely at the discretion of the classroom teacher. A student who has had several days or weeks to complete an assignment should not expect that his request will be honored.

Major evaluations such as papers or lab reports will earn a 10% deduction for each day that they are late.

A student whose absence is unexcused on the day of a graded evaluation can earn no more than 50% when he eventually sits for or submits that graded evaluation. (See “Exams” for more information about how an unexcused absence for an exam is managed.)

If a student is sick or misses school for an excused reason, he is expected to contact a classmate or the teacher to determine what has been assigned, and, health permitting, come to the next class with his homework completed. If he has missed a graded evaluation, he should sit for or submit that graded evaluation within two days. (Students who have missed multiple days of school may require different arrangements.)

Some teachers permit students to submit late homework for partial credit. All academic work not submitted on the due date must be submitted within one cycle in order to earn such partial academic credit. Exceptions to this policy are rare and generally medical in nature.

Any emerging pattern of absences when tests or papers are due will result in a conference with the student, his parents, the Dean of Students, and the Head of Upper School.

Take home tests, papers, projects, etc. announced in advance are due on the assigned date. In the event of an excused absence (barring illness or injury) on the due date that project or take home is due, the assignment should be turned in by 8:30 am the next day, *regardless of whether the class meets that day or not.*

A student who fails to complete a homework assignment will likely be assigned Academic Detention from 3:00 to 4:30, which will preclude him from participating in his any co-curricular programming (e.g. athletics) scheduled during that time period.

Exams

Semester and final exams are scheduled to allow students adequate preparation time. So that students may study, classes do not meet while exams are being administered. When students are not required to be here, that is, during a scheduled exam, there is no supervised programming. The school's expectation is that students have made arrangements to be home for the rest of the day. Those students who choose to be on campus at that time are bound by all school rules and are expected to respect those engaged in serious exam preparation.

It is not appropriate for a student to decide that he is not ready to take a test or exam and not meet this assessment obligation. If a student misses an exam he must provide the same material that a regular absence from school would warrant (phone call from legal guardian). Because of the Honor System, it is assumed that a student is being honest in his absence from school. However, if a recurring pattern emerges or other circumstances arise then there may be reason for an Honor Council investigation (the same for any other breach of the Honor Code). In the event of an unexcused absence, the student will be obligated to take the exam at the next available opportunity and be limited to a maximum grade of "C".

Classroom Behavior

If a student's behavior is such that the class cannot continue as the teacher wishes, that behavior is deemed **inexcusable and violates the integrity of the school community**. If a boy is dismissed from class, the student should immediately go to the Dean of Student's Office. If the Dean is not available, the student must wait there until his next obligation. **Dismissal from class results in, at minimum, an automatic detention.**

Attendance

Each student is expected to meet all of his obligations. Obligations include: classes, meetings, extra help sessions, assemblies, athletics, and health/physical education. Students may leave campus after their last obligation, though no earlier than the beginning of the last academic period.

Lateness: If a student is late to school, he must report to the Upper School office. Failure on the parent's part to inform the School of the cause of the lateness will mean that the student's lateness is unexcused. Accumulated unexcused latenesses to School obligations will result in disciplinary action. A pattern of lateness to school (first period class), whether excused or unexcused, will lead to a meeting with the student, parents, and potential disciplinary action. If a student finds he is going to be late to a class because of a test or extra help, he needs to ask for a note from his teacher.

Unexcused Absences

Unexcused absences are those that the School does not approve. Failure on the parent's part to inform the administration via a phone call (x1285) will mean that the student's absence is unexcused. If a student has not resolved an unexcused absence within 24 hours, the absence will be considered unexcused and disciplinary measures will follow.

Additionally, a student whose absence is determined to be unexcused may not participate in extracurricular activities that day. Students must be in school no later than 9:30 a.m. in order to participate in practices, rehearsals, games, or performances. If a student does not have an academic obligation first period, he is permitted to arrive no later than 9:30 a.m. and is required to check-in at the designated location to avoid being marked absent-unexcused. Similarly, students are permitted to leave school if they do not have any obligations, academic or otherwise, no earlier than 2:30 p.m.

Reported Absences

Reported absences are absences reported to the school by a student's family or approved by the school for a period of time or for a particular class. They fall into three categories:

Absent-Excused School: Absences approved by the school to facilitate co-curricular programming such as field trips, athletics, club/organizational meetings, on-site college information sessions and school approved off-campus college visits. Prior to an absence, a student may be granted approval to miss school to visit a college by submitting a "College Visit Form" (found in College Guidance Office). Absences that result from a college visit not approved by the school will be classified as "Absent-Family" or "Absent Unexcused."

Absent-Excused Medical: Absences excused for documented prolonged medical reasons include extended medical leaves (See Medical Leave Policy), concussions, acute surgical procedures and prolonged illness (more than three school days) documented by a medical professional. Families must provide documentation from a medical professional in order for the absence to be medically excused by the School.

Absent - Family: Absences reported to the School by the student's family (within 24 hours of the day on which the student is absent). This category includes any absence not related to school-sponsored programming or School-approved medical leave.

Families are strongly encouraged to contact the School **ahead** of the anticipated absence to explain why it is necessary for the student to miss school. Parents must communicate with the school within 24 hours of the day of the absence, otherwise the absence will be considered unexcused. On days of an absence the student needs to make arrangements to remain current with the academic work required during his absence. It is incumbent on the family, not the teachers, to provide help/support in making up the missed academic obligations. Any emerging pattern of absences when tests, papers or other major assessments are due will result in a conference with the student, his parents, the Dean of Students, and the Head of Upper School.

Accumulated Absences

Being in class is an essential component of the academic experience and a requirement for earning course credit. If, in an individual course (semester or full year), a student misses 15% or more of the scheduled classes (unexcused or excused by his family), he risks not receiving credit for the course. Prior to withholding academic credit, a pattern of absences will result in communication from the School and/or a meeting with the student and parents. A continued pattern of absences after school intervention may lead to disciplinary consequences and the student not being permitted to participate in school functions that require excused absence from class (early dismissal for musical performances, athletic contests, class specific field trips, speakers, etc.). A pattern of absences may also lead to the school requiring the family to provide medical documentation for any future absences that are the result of illness or a medical condition. Please note that providing medical documentation does not prevent the school from placing the student on Attendance Warning (see below).

Failure to receive course credit may result in required summer school study to make up those courses, a required repeat of the grade, or withdrawal of his enrollment contract.

On rare occasions, a student may be presented with an opportunity that is academically enriching and educational but that may require him to miss school for an extended period of time. Parents should submit such requests to the Upper School Head at least one month before the absence to be considered for an exception to the above policy. The school reserves the right to withhold permission for absences incurred in disregard of the school's calendar. Such unexcused absences will result in failing grades on any assignments due during the unexcused absence.

Any anticipated absences that extend beyond two school days also require a form (available in the Dean's Office) to be completed in advance.

Prolonged, excused absences may be unavoidable in the case of extended medical leaves. Please see the section in this handbook entitled “Medical Leave Policy” for more information about managing academic demands during an extended medical leave. Please note, however, that the School may conclude that it cannot extend academic credit to a student who misses an excessive number of class meetings due to a medical condition. Our intent is not to punish unavoidable medical conditions or to undermine a given treatment plan, but rather to honor the importance of class presence, maintain high standards of academic integrity, and above all to ensure that we are not setting up an under-prepared student for future difficulty.

Attendance Warning

Students who have displayed a pattern of absences (family or unexcused) after school intervention may be placed on Attendance Warning by the Upper School Administration. This warning is a declarative statement that a student is in jeopardy of not receiving credit for a course if they do not meet the established attendance requirements. If a student is placed on Attendance Warning after the first semester, his enrollment agreement will likely be held until the end of the academic year. If a student is placed on Attendance Warning at the end of the second semester, this means generally that their enrollment at the School will be reviewed after the first semester of the following year.

The School is sensitive to the unique personal and medical issues faced by students and families but need the student to be in class in order to justify awarding academic credit. (For information relevant to prolonged or ongoing medical conditions, see Medical Leave Policy).

Accumulated Lateness

A student will receive a detention if they are unexcused late to an individual class, assembly, required school program or school a total of six times during a half a semester. Continued lateness will result in further consequences, and ultimately in the student being placed on Disciplinary Warning. A pattern of lateness to first period class will result in a meeting with the student and disciplinary consequences

Enrichment Alternatives Policy

The school supports students who wish to pursue select alternate study opportunities. A boy wishing to spend a semester studying in an enrichment program (Island School, Semester at Sea, Chewonkie, OxBow, etc.) should meet with the Upper School Head during the summer before the opportunity in order to coordinate an academic program that is minimally disruptive.

Tuition and fees will be adjusted on a pro rata basis to include a 30% charge for lost tuition revenue, processing, and administration during the student’s absence. School-granted tuition assistance grants cannot be applied to any such programs.

Medical Leave Policy

It is not unusual for students in need of medical attention to require extended leaves of absence from school. The school's priority is always for the student to get the treatment that he requires so that he can return to school ready to learn. To excuse school attendance for medical reasons (that extend beyond three class days) the following policies and procedures are in place:

- Families are to make a formal request for a medical leave of absence for their son. Requests that are physical in nature should be directed to the school nurse; requests that are social or emotional in nature should be directed to the school counselor. In either case, the Division Head should also be notified.
- The school is to be provided with a note from the treating/recommending physician to include a diagnosis of the medical condition and/or a specific recommendation that the student be granted a leave for medical reasons.
- Any recommendation that the student precludes a student from attending class will also, unless otherwise recommended, apply to all school functions.
- Families are to permit the school to be in direct contact with the recommending physician. Some cases may require the treating physician to have a waiver signed by the student granting such approval.
- At the appropriate time, the school is provided with a note from the treating or recommending physician indicating that the student is prepared to return to school. The school may also require that the doctor include a treatment plan at this time.
- The family, the Upper School Head, and either the school nurse or the school counselor will meet prior to the student's return to plan for his re-entry.

Academic Responsibilities for Students on Medical Leave

A student on medical leave may be excused from academic responsibilities should his treatment plan extend beyond five days and should his treatment plan preclude him from meeting the demands of his course work. Upon the student's return, his teachers will work in good faith in an effort to provide him with the instruction and support he will need to be prepared for the remainder of the course (without graded evaluation.) In certain circumstances, the school may recommend that the family arrange for an outside tutor to support the student in his effort to stay current with his studies.

The School believes that presence in classes is a necessary component for earning academic credit. For these reasons, if the leave is extended beyond four weeks, a small committee comprising of the Division Head, the student's advisor, the dean of students, and a representative from health services will assemble to generate a plan, which may include any one of the following responses:

- The school deems that the leave continues to be manageable, provides the student with a broad overview of the curriculum, and designs alternative assessments to evaluate his mastery of the material.
- If the student is enrolled in course that is part of a sequence (e.g. Spanish II), or a course that requires presence in class (e.g. laboratory science) he or she may be required to repeat that class in the following school year.

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- The student's ongoing absence precludes him/her from earning academic credit for the semester or year, in which case additional summer study or a repeat of the form/grade may be required.
 - It may be determined that the student cannot matriculate at Haverford.

Leaving Campus

Students in Forms III - V are not allowed to leave campus during the academic day. Students who have an approved appointment off campus must have their parent/guardian contact the Upper Office to provide permission to leave campus. The student must check out with the Upper School office prior to leaving campus for the appointment. Any underclassmen caught leaving the campus during the day without permission can expect disciplinary consequences up to and including suspension. Underclassmen who park off campus will be allowed to move their cars if they check in and out with the Dean's Office. Our expectation is that this will take no longer than 15 minutes and any pattern not in keeping with this expectation may result in his not being permitted to move his car. Sixth formers will be granted the privilege of leaving campus so long as they remain in good academic and disciplinary standing.

Student Cars

Having a car on campus is a privilege reserved for Form VI students. However, this privilege may be revoked if any of the following rules and regulations are abused.

Eligibility requirements

- Student must have a valid driver's license.
- Student must be in Form VI in order to have a car on campus.
- Student must remain in good standing with the School.

General regulations

- Students must fill out the vehicle permission form and have it signed by their parent or guardian at registration.
- A parking permit is issued and must be placed on the vehicle in the designated spot.
- Each vehicle is assigned a parking spot. The vehicle must be parked in its spot when on campus.
- Students must drive with safety in mind at all times. The Dean of Students considers it his duty to take disciplinary action on any speeding or reckless driving that is reported to him.
- Students are not allowed to return to their cars during the day except when leaving campus. All books, athletic equipment etc. must be stored in the school lockers.

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- Students are not permitted to rent, sell, or otherwise transfer their school-assigned parking spaces.

Parking is a privilege guaranteed to Form VI students only. Students who continually violate parking regulations will lose their Form VI parking privileges.

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 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 is the final arbiter of any school dress code issue.

Students must wear:

- A sport coat or blazer
- Dress shirt with tie
- Trousers with belt loops and a belt or Shorts with belt loops and a belt
- Dress shoes, preferably earth tone in color (black, brown, tan, beige, etc.)
- Hair – neat, shoulder-length, and of natural color
- May wear sweaters, fleeces, sweatshirts and half-zip pullovers provided they do not have a hood or a large visible logo/image/pattern
- May wear facial hair provided that it is neat and well-groomed and approved by the Dean of Students

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 (Thanksgiving, Cum Laude, Rosettes, Honors Day, etc)
- Sandals, or other backless shoes, open-toed shoes
- Sneakers or sneaker-like “shoes” such as those that have a large visible logo, white soles, white/athletic shoelaces, patterns, multiple colors, etc
- Hats
- Sweatshirts and long sleeve shirts
- Boots (unless there is snow/ice on surface areas)
- Headphones, sunglasses, visible chains
- Earrings or other body piercings

From time to time, students will be granted dress down days. Dress-down days are announced with the permission of the Dean of Students.

On dress-down days students may dress as they please with the following exclusions:

- Open-toed or open-heeled shoes
- Pajamas bottoms or any sleepwear items
- Clothing in a significant state of disrepair or clothing displaying inappropriate language, pictures, or symbols.

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- Hats, headphones, sunglasses

Whenever there is a dispute over the legitimacy of a certain item of dress, it should be noted: the faculty and the Dean of Students have the authority to request any reasonable and responsible action be taken by any student whether or not that action is explicitly stated in the handbook.

Computer and Cellular Phone Policy

- Student use of a device during the school day is clearly at the discretion of 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.
- The general rule for computers in the classroom is: Obey the rules of the classroom. A first offense for using a computer in-class for non-academic use will be a verbal warning, a second offense will result in the computer being confiscated or put away, a third offense will be brought to the attention of the Dean of Students and likely result in a disciplinary response (detention.)
- The general rule for cell phones in the classroom is: Cellphones are not permitted in the classroom without explicit permission from the teacher. Students using their cell phones in class without permission are subject to having them immediately confiscated.
- The school recognizes that cellphones are important communication and organization tools for many students. When seated in common spaces, they are welcome to check their phones and should they need to make an important telephone call, they are welcome do so in a discreet location. They should refrain, however, from talking, texting, or otherwise using their phone while walking through the hallways.
- In order to build and deepen our sense of community, the use of laptop computers or tablets in the Dining Hall during the lunch hours is not permitted, though students are permitted to check their cell phones during this time.

Social Networking

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

Drug & Alcohol Policy

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.

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- 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

Students should be aware that when they are present at events or gatherings hosted by other schools (for example, at school dances or proms, including after-prom parties 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.

Parents should not serve alcohol at adolescent parties. 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...

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

Student use, possession and distribution of tobacco products, Electronic Nicotine Delivery Systems and vaping products and/or accessories has no place in our community and is forbidden. The policy herein applies to a) students on school grounds at any time, b) students traveling to or from or at any school-sponsored program, c) students off-campus during school hours and d) attending a function at another school. Prohibited products and/or substances include but are not limited to: cigarettes, cigars, chewing tobacco, snuff, all vaping devices (pens, mods, pod mods, etc.) e-cigarettes, any other tobacco or tobacco delivery product or accessory.

Health Interventions and Consequences

The School strives to prevent and/or intervene in the use of tobacco products in all forms by any student. Consequently the same proactive health interventions outlined in the Drug & Alcohol Policy apply to the Tobacco Policy. Students or families who seek out help, prior to a violation of this policy, through a faculty member or an administrator will be given appropriate guidance and support without disciplinary action. If the school receives what it considers to be credible information that a student is using/misusing tobacco products (as enumerated above), even if such use is rumored to occur 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 tobacco, Electronic Nicotine Delivery Systems and vaping products and accessories will result in dismissal.
- The use or possession (1st offense) of tobacco products, Electronic Nicotine Delivery Systems and vaping products and accessories will result in disciplinary action, to include suspension and disciplinary warning. The student will be immediately sent home and precluded from participation in any athletic or extracurricular activity until further notice. The student will also be required to meet with the School Counselor who will coordinate a substance abuse evaluation that must be scheduled before the student returns to school (see Drug & Alcohol Policy for substance abuse evaluation guidelines).
- The use or possession of tobacco products, Electronic Nicotine Delivery Systems and vaping products and accessories for a second time and beyond will result in additional disciplinary intervention up to and including dismissal.

When the school believes that it has reasonable suspicion that a student may be in possession or under the influence of drugs, alcohol or tobacco products the student's personal belongings (locker, bag, etc) may be searched. If the search leads to the recovery of any material that violates a school rule the student will be subject to disciplinary action consistent with the handbook policies. If a student refuses to submit to a request to search his belongings then he assumes guilt and disciplinary action will be taken consistent with handbook policies.

THE HAVERFORD SCHOOL HONOR CODE/SYSTEM

MISSION

The mission of The Haverford School Honor Code is to facilitate the moral, social, and character development of each boy and prepare students to address moral challenges honorably. The Honor Code promotes a strong sense of community based on respect, honesty, and courage.

HONOR CODE

As a member of the Haverford community, I am a man of integrity who embodies respect, honesty, and courage.

The following questions are guidelines to help members of The Haverford School community make the right choices:

1. Does this action mislead or deceive?
2. Does this action give me or others an unfair advantage?
3. Does this action deprive another person of his/her rightful property?
4. Does this action hurt or disrespect another person?
5. Does this action bring discredit to The Haverford School community and reputation?

Although the above questions are not part of the formal Honor Code, they are essential to helping students live by the Honor Code.

HONOR SYSTEM

Article I. Honor Council Structure.

1. Four Form VI Students
Three Form V Students
Two Form IV Students
Two non-voting Faculty Advisors

2. Any student wishing to be on the Honor Council must submit a letter of intent.

Once the letters are submitted, the Honor Council reviews them and selects candidates to be interviewed. After the interview process, finalists from each Form are selected by the Honor Council, and then given the opportunity to give a speech to their Form. These candidates are then voted on by Form to determine the representative(s).

3. Each year two rising Form IV students, one rising Form V student, and one rising Form VI student are added to serve on the Honor Council. Once selected, a student serves for the remainder of his years at Haverford.

4. By a majority vote the Honor Council may ask any member it feels has violated the Honor Code or a significant Community Standard to leave the Honor Council. In this case, the Honor Council selects another member of the violator's Form to fill his position on the Honor Council.

Article II. Honor Council: Roles and Responsibilities.

CHAIRMAN

The Chairman, a VI Former, is responsible for running each hearing. He speaks to all the witnesses during the Honor Council Hearing and initiates and controls the question-and-answer sessions, but he is not the only one who can ask questions. He is also responsible for keeping order and ensuring that the Honor Council Hearings and deliberations run smoothly and efficiently.

VICE-CHAIRMAN

The Vice-Chairman, a VI Former, is responsible for informing all members of the Honor Council and the randomly selected jury members of the time and date of a particular Honor Council Hearing. If the Chairman is unable to complete his duties, the Vice-Chairman will assume all of his responsibilities.

BAILIFF

The Bailiff, a VI Former, serves as an escort to all parties in and out of the Honor Council Hearing room. His purpose is to calm the person in question and all witnesses. He will also explain the procedures of the hearing to the person in question and all witnesses. The Bailiff also introduces each person as he/she comes into the Honor Council Hearing room.

SCRIBE

The Scribe is a non-voting member of the Honor Council. His primary function is to serve as the secretary of the hearing. While he does not vote, he does attend the deliberations in order to answer any questions that may arise regarding his notes.

COUNCIL MEMBERS

The council members are present at the hearings. They ask questions of the person in question and all witnesses. At the conclusion of the Honor Council Hearing, the council members and jury members will make a recommendation to the Head of the Upper School.

GRAND JURY

The Grand Jury, consisting of the Chairman of the Council, the Honor Council Advisors, and two randomly selected members of the person in question's Form, will determine if the incident is a possible violation of the Honor Code and therefore warrants a hearing.

JURY MEMBERS

The jury members are present at the Honor Council Hearing. Jurors act as council members and have an equal role, but are only selected for that particular Honor Council Hearing. They are selected at random. They ask questions of the person in question and all witnesses. At the conclusion of the Honor Council Hearing, the jury members and the council members deliberate and then make a recommendation to the Head of the Upper School.

Article III. Honor Council Hearing Procedures.

When an allegation is raised concerning a student of The Haverford School, this allegation may be reported to any administrator, faculty member, or representative of the Honor Council. The Dean of Students will investigate the allegation by speaking to all parties involved. Once the investigation is complete, the Dean of Students will present the evidence to the Grand Jury, who will determine, by a majority vote, whether an Honor Council Hearing is warranted. The Grand Jury will make its decision by applying the five questions stated under the Honor Code.

An affirmative response to any of the questions may warrant an Honor Council Hearing. If a hearing is not deemed necessary, the Head of the Upper School may still impose other disciplinary measures according to the Upper School Handbook. Should an Honor Council Hearing be deemed necessary, a witness list will be compiled by the Dean of Students. This list will include all teachers, advocates, and other witnesses who may clarify the situation.

Prior to an Honor Council Hearing, an eleven-person jury will be selected. If possible, six of the eleven jury members will be selected from the Honor Council on a rotating basis. The remaining five jury members will be randomly selected from the student body according to the table below (III Formers are not eligible to serve as jury members until second semester).

Form of Person in Question	Number of VI Formers	Number of V Formers	Number of IV Formers	Number of III Formers
VI	3	1	1	0
V	1	3	1	0
IV	1	1	3	0
III	1	1	1	2*

* During first semester, the two III Form jury members will be replaced by a IV and V Former.

Two alternates will also be randomly selected, one VI Former and one V Former, who will serve in the event that someone is unavailable.

The entire student body is eligible to serve on a jury, except for a student who has violated the Honor Code. Students who have violated the Honor Code are ineligible to serve on a jury for that academic year.

In the event that two or more students are involved in the same allegation, one jury will be selected utilizing the Form of the most senior person in question. Should an allegation arise during an Honor Council Hearing (i.e. a witness not telling the truth), the jury sitting on that hearing will also serve as the jury for any subsequent hearing(s).

Prior to the Honor Council Hearing, all the jury members will be briefed about confidentiality and being unbiased and be required to sign an agreement. They will also be given a broad overview of the Honor Council Hearing. This briefing should be unbiased and state only the facts, the names of the accuser and the person in question, and what allegedly happened. This briefing is intended to share the facts of the case and to provide each jury member the opportunity to recuse himself.

The hearing begins with the Dean of Students presenting background information and answering any questions pertaining to the case. Following the Dean of Students, the accuser and all witnesses will meet individually with the Honor Council. There will be a question-and-answer period following each person's testimony. After all testimonies, the person in question will enter the Honor Council Hearing. The person in question will be read his rights, which include:

1. making a statement on his behalf;
2. having a teacher advocate; and
3. having witnesses make statements about the facts of the case.

The person in question will then be read the accusations against him according to the script below and asked if he agrees or disagrees.

“You are here because there are allegations against you involving lying, cheating, stealing, vandalism, disrespect, and/or violence that is a violation of The Haverford School Honor Code, which states, ‘As a member of the Haverford community, I am a man of integrity who embodies respect, honesty, and courage.’

“More specifically, it is alleged that question number(s) 1, 2, 3, 4, and/or 5 of the Honor Code, which state(s) (choose rule below), was/were violated.

1. Does this action mislead or deceive?
2. Does this action give me or others an unfair advantage?
3. Does this action deprive another person of his/her rightful property?
4. Does this action hurt or disrespect another person?
5. Does this action bring discredit to The Haverford School community and reputation?”

The person in question will then testify, and his advocate will be given an opportunity to make a closing statement.

Once all the facts and mitigating circumstances have been presented, deliberations will begin. After a recommendation regarding both the punitive and rehabilitative measures has been agreed upon by a majority vote, the Chairman of the Honor Council, in the presence of one Honor Council Faculty Advisor, will present the recommendation and its rationale to the Head of the Upper School. Once a decision is reached, the Chairman of the Honor Council will present the decision to the person in question.

The Honor Council is deliberate and thoughtful in hearing each student's case. The Head of the Upper School meets with the Head of the Honor Council and a faculty advisor to carefully consider the case before choosing to enact the recommendation. If a student believes that the hearing was not conducted fairly and in accordance with the high standards to which the Honor Council aspires or that the final punishment and rehabilitation are not commensurate with the offense, he has the option of appealing the decision to the Headmaster. To do so, he must write a detailed letter informing the Headmaster as to why he believes his case merits an exception and he should be prepared to speak to these circumstances.

Article V. Amendments.

Amendments to the **Honor Code** may be proposed in two ways: First, an amendment may be proposed by a vote of two thirds of the entire Honor Council. Second, an amendment may be proposed by a petition signed by ten percent of the Upper School student body.

For an amendment to the **Honor Code** to take effect, there must be a ratifying vote in the second semester in which two thirds of the entire student body votes in favor of the amendment.

Amendments to the **Honor System** may be proposed to the Honor Council by any member of The Haverford School Community.

For an amendment to the **Honor System** to take effect, there must be a ratifying vote in which two thirds of the entire Honor Council votes in favor of the amendment.

Article VI. Annual Events.

At the beginning of the academic year, all Upper School students will participate in a ceremony that marks their commitment to the Honor Code.

VALUES EDUCATION

The primary responsibility of the Honor Council is to promote the values included in the Statement of Values through educational programs that encourage students to think about and act on these values.

Faculty and the Honor System

Faculty and staff play an important role in supporting and promoting the Honor Code. Faculty members' actions and behavior should be exemplary inside and outside the classroom. Teachers have the responsibility to define the specific Honor Standards in any academic work in their course.

At the beginning of the course, teachers must explain the definition of "authorized" and "unauthorized" help on assignments. If a student is uncertain about what help he is permitted to receive, he must ask the teacher for clarification.

Parents and the Honor System

Although parents do not play a formal role in the workings of the Honor Code or the Honor Council, they play a vital role in supporting the Honor Code and educating their children about honor. The school will inform the parents of an accused student regarding any allegations involving their son. Parents should also be aware of and support the Honor Code for all academic assignments.

DISCIPLINE POLICY

The responsibility for the maintenance of the values and traditions of the community lies in the students, faculty, and administration. The Honor Council, consisting of four VI Form members, three V Form members, two IV Form members, the Dean of Students, two faculty advisors and a student jury, will have the responsibility of looking at those infractions considered potential "honor offenses". Generally, "honor offenses" are lying, cheating, egregious disrespect, stealing, violence and vandalism. However, before an issue is turned over to the Honor Council, the Upper School Dean of Students will conduct an initial review. If the Dean determines that the violation may be considered a honor offense, the matter will be referred to the Grand Jury consisting of the Faculty Advisors to the Honor Council, the Student Chair of the Honor Council and two randomly selected students to determine if the alleged action is a breach of the Honor Code by applying the following Questions:

- 1) Does this action intend to mislead?
- 2) Does this action intend to garner an unfair advantage?
- 3) Does this action cause damage or harm to a person, person's property, or the reputation of the school?
- 4) Does this action deprive someone of his property?
- 5) Does this action bring discredit to The Haverford School community and reputation?"

If the Dean, the Faculty Advisor and the Council student representatives believe the infraction does in fact constitute a potential "honor offense", the full Honor Council will be convened to review the matter.

Once an infraction has been labeled a potential “honor offense”, the student and the student’s faculty advocate will be required to go to a hearing before the Honor Council to answer any questions concerning the case. The Committee will gather information about the situation, determine whether an “honor offense” occurred and recommend a course of action to the Head of Upper School and/or Dean of Students, except for decisions involving expulsion or dismissal. If the Honor Council recommendation is for expulsion or dismissal, this recommendation will go directly to the Head of Upper School and the Headmaster. The Head of Upper School or Dean of Students will notify the student and his family of the final decision. Appeals concerning the recommendation of the Honor Council should be made in writing to the Headmaster.

The Council will consider those infractions of school rules and guidelines that are considered potential “honor offenses”. However, not all violations of the school rules are considered honor offenses, and the appropriate discipline in these cases will be determined by the Head of Upper School or the Dean of Students. Those cases can include a violation of a Community Standard not necessarily considered an honor offense, a series of accumulated serious infractions such as poor sportsmanship, unexcused absences or lateness, inappropriate behavior, violations of the established rules in community spaces, and leaving campus without permission, or one that directly impacts a faculty member such that the school administration judges that it is inappropriate for students to be adjudicating the matter. The School may also elect not to process through the Honor Council those offenses it determines to have the potential be violations of state or federal laws.

In some cases, repeat offenders for non-honor offenses may be referred to the Honor Council at the discretion of The Head of Upper School or the Dean of Students. In cases involving extreme violations of Community Standards or the Honor Code (i.e., dealing drugs, violent behavior, hazing or racially offensive behaviors) a student may be expelled on the first offense.

In general, however, the Dean of Students has the discretion to decide the appropriate punishment or consequences for repeated minor offenses and certain serious offenses. Repeated detentions for these and other infractions of school guidelines could result in the Dean of Students taking his concerns to the Honor Council.

The Headmaster has absolute authority to change the classification of an infraction of conduct, as well as its consequences. The decision to expel a student on a first offense can be made by the Headmaster. Note: All Haverford School rules apply when students attend any function at another school

Definition of Consequences

- **Detention - Morning/Afternoon:** Student will be required to come to school at 7:30 a.m. or remain at school at 3:30 p.m. to sit quietly, complete school work, or perform work projects at the Dean of Students’ discretion. In general students will receive detentions or other disciplinary consequences for: failure to meet class, assembly, study hall, advisory, appointments with faculty, or

other obligations; leaving campus without permission; dress code violations; minor behavioral issues; and failure to follow campus guidelines. In addition to the above, the Dean of Students has the authority to request any reasonable and responsible action be taken by any student whether or not that action is explicitly stated in the handbook.

- **Detention - Saturday:** Student will be required to come to school on a designated Saturday at 8:30 a.m. and remain until 10:30 a.m. to sit quietly, complete school work, or perform work projects at the Dean of Students' discretion.
- **Detention - Full Day:** Student will be required to come to school and sit in a designated location for the duration of the school day (8:30 - 3:15) while quietly completing work. The student will not be able participate in athletic or extra-curricular programming on the day of the full day detention.
- **Separation - Suspension:** One to ten days in duration. The suspension will take place at home. A student will not be allowed on campus, to attend classes, or to participate in any extra-curricular activities until the suspension period is over. If a student has a paper or project due during the suspension period that was assigned prior to the suspension, the student may turn the paper in for credit. Tests, quizzes, and assigned work given during the suspension period will be re-scheduled.
- **Separation - Dismissal:** The student is no longer enrolled in the School. The student is not allowed on campus under any circumstances. If a student is dismissed, the school attempts to make a reasonable and realistic assessment of academic course credit. This general guideline is obviously tempered by the time of the year in which the dismissal occurs, and by the nature of the courses the student is taking.
- **Separation - Expulsion:** The same as dismissal except the student will not be considered for re-admission.

Dean's Warning

The Dean's Warning may be issued at the discretion of the Dean of Students for repetitive violations of minor rules such as dress code infractions, unexcused absences or lateness to class or other school programming, rude or inappropriate behavior, low level lying, repetitive violations of established rules governing community spaces such as the library, etc. The Warning may be applied indefinitely or for a period of time and is a clear and definitive statement that a student's actions have taken him to the brink of more serious disciplinary intervention such as an Honor Council process or disciplinary consequences assigned by the school administration.

Disciplinary Warning

Students who have violated a major school rule or community standard or who have displayed a pattern of "Willful Disobedience" by repeatedly violating minor school rules may be placed on Disciplinary Warning at the discretion of the school administration. During this probationary period any major infraction or a series of minor infractions of school rules may result in escalating consequences up to any including suspension, dismissal, or expulsion. In most cases involving the violation of a major

school rule or series of minor rules, Disciplinary Warning is a part of the Honor Council's recommendations to the Head of Upper School.

“Willful Disobedience” is defined as repeated violations of school rules and regulations in a pattern that suggests a student is making little to no effort to change his behavior such that the student exhibits unbroken patterns of unexcused absences or lateness to class or other school programming, rude or inappropriate behavior, repetitive violations of established rules governing community spaces such as the library, dress code violations or other rule infractions that have resulted in multiple detentions and/or meetings with teachers and school officials.

If a student is placed on Disciplinary Warning after the first semester, his enrollment agreement will likely be held until the end of the academic year. If a student is placed on Disciplinary Warning at the end of the second semester, this means generally that their enrollment at the School will be reviewed after the first semester of the following year. It is a privilege to attend The Haverford School, and it is important that all students recognize and respect the standards and expectations for behavior that The Haverford School has for all of its students. If a student's behavior is such that he is placed for a second time on Disciplinary Warning, he will seriously jeopardize his enrollment at The Haverford School.

Please note: Student leaders are expected to be the best representatives of the school's values. A student's eligibility to apply for and/or hold leadership positions (student council representative, honor council representative, team captain, etc.) is at the discretion of the school administration. Violations of school rules or community standards, as well as failure to comply with school expectations governing selection and election processes, will jeopardize his eligibility to serve in and maintain a leadership role

Reporting Disciplinary Action to Colleges & Universities

Most college applications, including the common application, directly ask the student and the counselor whether the applicant has been subjected to significant school disciplinary intervention (suspension, dismissal, expulsion) as a result of a serious disciplinary infraction. Institutions of higher learning expect us to be forthcoming about this, and we are. To do otherwise would compromise our credibility with them and is a violation of our Honor Code. At the same time, we strongly believe that any student who has been punished for an offense and is back in good standing deserves our unqualified support in the college process.

The Haverford School values honesty; upon direct request from a college or other receiving institution for information pertaining to a student's discipline record, we urge each student to honestly and fully disclose if he has been subject to a disciplinary response including but not limited to probation, suspension, dismissal, or withdrawal from the school. The school requires its college counselors to disclose if a student has been subject to a disciplinary response including but not limited to probation, suspension, dismissal, or withdrawal from the school. Students are encouraged to work with their college counselors when presenting a change in disciplinary status to ensure that both are responding in a consistent and thoughtful manner. We counsel students to provide

colleges with further information, any extenuating circumstances, and the effect of the action upon them.

The college counselor will send a letter to all of the colleges to which the student has applied after the Honor Council or School Administration have passed judgment on the case informing them of the student's change in status. This letter will be sent to any additional colleges to which the student applies.

Honest reporting is essential because:

- It is in line with the ethics of The Haverford School.
- The colleges with which we deal need to know that we are providing credible information about a student's character and disciplinary record.
- Our practice protects our students. In the sometimes small world of independent schools and competitive colleges, it can be quite damaging to the student's candidacy, not to mention the school's credibility, if the college learns of an infraction through informal means and without the student and counselor reporting the incident.

While disciplinary matters are of concern to colleges, our experience is that they understand that young people make mistakes. Admission committees are typically more concerned with the manner in which students respond to disciplinary sanctions than the actual event leading to the sanctions. A mature and graceful response to a disciplinary infraction can illustrate a student's growth and development as a young man.

These provisions also apply to any change in status that occurs between the time of application acceptance, or enrollment, and graduation.

This policy is in compliance with the National Association for College Admission Counseling's Statement of Principles of Good Practice.

Leaves of Absence

In order to maintain our credibility with college admissions offices, the School reserves the right to report any leave of absence -- whether voluntary or involuntary -- to the colleges to which a student has submitted an application.

Please Note:

A student's re-enrollment to The Haverford School is in jeopardy unless:

- All financial obligations have been met
- All academic obligations have been met
- Parents have followed the guidelines in the Haverford School Partnership Document
- Student and parents have complied with Principles of Community
- Any other obligations as outlined in the Enrollment Agreement have been met

Telephones & Copier Machines

Students are not allowed to use any office telephones or copiers without permission. A copier is available in the library for student use. **Any student caught making an illegal 911 call may be dismissed from The Haverford School.**

Food & Gum

Students cannot bring food or beverages into the buildings without permission. This includes bottles of water. Food may be eaten outside, in a classroom with the teacher's permission, or in the dining hall only. Gum is not permitted in any of the buildings.

Library Hours

The Severinghaus Library is open from 8:00 a.m.- 4:30 p.m. Monday through Friday. It is intended as a place of scholarship and any student whose actions are deemed disruptive by the library supervisors will be asked to leave immediately.

Dining Hall

Breakfast will be served each morning. You may use cash or a charge account to items. Boys are responsible for cleaning up after themselves.

Lunch in the dining hall is a time during the academic day to relax and socialize. Students must respect each other's place in line, treat each other with respect, and clean up after themselves. Charge accounts are available for student use.

Electronic Message Board/Haverford E-mail

Notices of all sorts are posted on the electronic message boards throughout the Upper School. Weather cancellation of games, club meeting notices, community service notices, and other matters which require attention will periodically be posted on the board. The Upper School Administrative Assistant regularly posts messages and lists on which students may find their names. The general rule of thumb is that students are responsible and accountable for any information provided either by Haverford email or via the electronic message board. To that end, students are expected to check their Haverford email account at least once every day.

Illness

If a student becomes ill at school, the student must go to the nurse before being excused to go home. All medication will be dispensed by the School Nurse. When a student returns from the nurse's office, he will need to bring an excuse note from her to give to his teacher or the Dean of Students. (See Medical Regulations.)

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.

Fire and Lock-Down Drills

Periodically the Upper School will hold fire and lock-down drills. Students must follow the posted guidelines for the drills, maintain a quiet and orderly approach, and gather at the assigned area. Because these drills are important to help avoid the tragedy that can occur, students must take these exercises seriously.

Textbooks & Supplies

Most books are provided by the school. Additional texts for purchase will be outlined by department chairs in the summer mailing. Lost or excessively damaged books that cannot be reused must be paid for by families before their son receives his final transcript. All books and materials, including clothes and sports equipment, should be clearly marked so that, if they are misplaced, they may be easily returned.

Lost & Found

Both Wilson Hall and the gym have lost-and-founds. Check the Dean of Student's office and the athletic offices for lost items.

ATHLETICS

Athletics are a vital part of the total curriculum of The Haverford School. As an extension of the academic classroom and traditional school day, many valuable lessons are learned through athletic participation. The learning objective of the athletic classroom is to foster an environment where young people reach their fullest potential intellectually, emotionally, and physically. Health and physical education classes are required in Form IV and are held during the academic day. Providing a competitive program of sixteen interscholastic sports at the varsity, junior varsity, freshman, and Middle School levels, The Haverford School requires team participation throughout its middle and upper school curricula.

As an extension of athletic cooperative learning, The Haverford School values the display of exemplary sportsmanship by its participants and spectators alike. Poor sportsmanship will not be tolerated.

The athletic experience at The Haverford School is dedicated to teaching the principles of participation, excellence, discipline, loyalty, self-confidence, enthusiasm, and cooperative learning. All constituencies of The Haverford School community embrace these qualities.

Physical Education & Athletic Requirements

As a requirement for graduation, boys are required to take Health/Physical Education classes in Form IV. A boy in Forms III, IV, or V must participate in at least two interscholastic sports teams during the year and boy in Form VI must participate in one.

The two-sport requirement will be fulfilled if a boy...

- 1) Joins two interscholastic sports teams in different seasons as a player or a manager. Teams may be varsity or sub-varsity level.
- 2) Joins one interscholastic sports team as a player or manager, and participates in one of the replacement activities listed in Section II below.

I. Interscholastic Sports

Fall	Winter	Spring
Cross-Country	Basketball	Baseball
Football	Ice Hockey	Crew
Soccer	Winter Track	Lacrosse
Golf	Swimming	Track & Field
Water Polo	Squash	Tennis
	Wrestling	Ultimate Frisbee

Please note that most, but not all sports, have unlimited roster space.

The following activities have been approved as acceptable replacements for participation on a second interscholastic team:

II. Replacement Activities

Mock Trial	Drama Production	Notables
Debate	Orchestra	Jazz Ensemble
Stage Crew*	Glee Club	Robotics
Fall Crew	Model UN	Media Editors

*Participation in Stage Crew for a full year fulfills the entire sports credit

The athletic requirement appears on Haverford transcripts and is “graded” as either complete or incomplete.

Students who are not in compliance with the athletic/activity requirement may be assigned to be a team manager.

Responsibilities of Athletes

Decorum and Training Rules

The Haverford School community believes that with the privilege of participation in interscholastic athletics comes the responsibility of proper conduct and exemplary behavior. The use of tobacco, alcohol, or other non-prescription drugs or supplements is a detriment to good physical and emotional health. Coaches will communicate clear

guidelines and expectations for all team members prior to the start of the season and continue to remind athletes about their responsibilities to themselves and others. Specific procedures and consequences governing violations of school or training rules will be explained in detail by coaches each season.

Attendance is expected and required for all health/physical education classes and interscholastic practices and games. All boys are responsible for communicating immediately and directly to teachers or coaches when special circumstances prohibit attendance.

Transportation

The School will provide transportation to and from all contests and practices. Boys must travel on school-sponsored vehicles unless otherwise stipulated. In special situations and with the coach's permission, boys may be allowed to transport themselves. Written permission must be received from parents in advance. Under special circumstances boys may be allowed to transport other boys to and from contests or practices. The coach must give permission for this to occur and a written note from each boy's parents (driver and rider) must be presented to the coach. Parents may transport boys home from contests with the permission of the coach.

Security

Every boy in Forms III – VI who wants a locker shall be provided one in the Upper School Locker Room. These lockers have a combination lock built into the door for the students to use. The school reserves the right to access school lockers at any time. Students on a varsity team may claim a locker in one of the three US team rooms during that season. If a student chooses one of these lockers, he must provide his own lock for that locker. It is the sole responsibility of each student to make sure that his belongings are locked in a locker. Students are also encouraged to mark their clothing and equipment for identification.

Athletic Dismissals

A master schedule of weekly athletic events will be posted on the Upper School electronic message boards in Wilson Hall and on the hallway monitor in the Field House. Athletes are responsible for knowing accurate dismissal times. Furthermore, athletes are responsible for meeting deadlines for assigned homework and for taking all tests or quizzes. Athletes should be courteous about informing teachers of possible conflicts or necessary make-ups in advance. **Athletes must remain in class until the stated dismissal time.**

When school is in session, athletes must arrive to school by 9:00 a.m. to be eligible to participate in practices or contests on that day. Excused lateness must be approved by the Upper School Administration.

Athletic Trainer

The Haverford School employs two Certified Athletic Trainers (ATC) who are responsible for the prevention and treatment of all athletic injuries, the rehabilitation following surgery or injury, and the maintenance of health of all student athletes at The Haverford School.

The athletic trainers will communicate with the head coaches as necessary when a player is injured as to the athlete's status and progress. The athletic trainers will provide care for all athletic injuries and refer boys for further care to a doctor or hospital as necessary. Physical examination forms and medical emergency forms must be on file with the athletic trainers and nurses in order for boys to be eligible to participate in interscholastic athletics and physical education. **NO Exceptions will be made.**

Facility Care

Custodians are employed by the School to maintain cleanliness in the gymnasium. However, boys are expected to cooperate and support the maintenance of the gymnasium facility and athletic fields. No cleats are allowed to be worn inside the gymnasium. Athletic shoes must be worn on gymnasium floors. **No student is allowed to use unsupervised athletic facilities.**

SCHOOL-WIDE INFORMATION, POLICIES, & PROCEDURES

THE HAVERFORD SCHOOL ENRICHMENT CENTER

The Enrichment Center, located in Wilson Hall, is a place where students in Upper School can go to receive academic counseling and support services. Tutoring referrals and time management strategies are provided. Available to all students, the Enrichment 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 Enrichment Center (at ext. 1283), who provides academic guidance and skills assistance and can also help students with learning disabilities obtain course tutors, recorded textbooks, and special tape recorders. The Center, working with the Division Head, the Dean of students, the Director of Advising, and faculty, will assist students with learning disabilities in gaining appropriate accommodations for their disabilities. You can learn much more about the ELC on the school's website.

Enrichment Center Services

Tutors

From time to time a student may want to employ a tutor to help him understand a certain subject better or to help him acquire a certain set of new skills. For Upper School students, a list of content area tutors is available in the Enrichment Center. A student or parent may want to consult with the Director of the Enrichment Center to get 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 and the school makes no guarantees as to the extent to which its teachers will work directly with home tutors.

Time Management / Study Skills Consultation

Time management/study skills are common areas of concern for Upper School students. Enrichment Center staff will meet with any student to discuss the implementation of various strategies to facilitate the improvement of time management and organization skills.

Math Tutoring

Students struggling with mathematics are encouraged to meet with their teachers for support. Haverford has a mathematics specialist on staff in the Enrichment Center to work with students who have a diagnosed mathematics learning disability or with those students who require professional one-on-one support to improve their acquisition of the subject matter. A student can use time with the mathematics specialist to work on homework, review concepts for tests, remedy past difficulties, or simply practice new skills.

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.

Eligibility for Services and Accommodations

To establish eligibility for accommodations and to enable staff to work more effectively to administer services, students must provide documentation of the disability, prepared by a psychologist or previous school diagnostician to the Director of the Enrichment Center. The documentation should include pertinent test reports and an interpretive narrative of the test results which addresses educational implications. Ideally, the test battery should include, but not be limited to, tests to measure a student's cognitive abilities and academic achievement, reading, written language and mathematics measures and tests that measure a student's information processing.

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 that 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 the Director of the Enrichment Center and on file in the Enrichment 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 assistance of the Director of the Enrichment Center and/or the Director of Student Services.

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

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

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 have a diagnosed learning disability with documentation that is current and on file with the School. 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 Enrichment Center.

How Do I Access Enrichment Center Services?

To access services provided by the Enrichment Center, students, parents, and faculty members should contact the Director of the Enrichment Center at ext. 1283.

Students are frequently referred to the Enrichment 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 Enrichment Center staff members if they have questions or concerns about their son. Parents are involved in the process of securing Enrichment Center services from beginning to end. Haverford has found that without parental support, students have a very difficult time reaching their full potential.

Extra Help

In addition to the support services offered through the ELC, a student's teachers are his best first resource when he is struggling. Teachers are ready to support students in a variety of ways. Conferences and appointments can be arranged before school starts each morning, during the day and after school. **Students are encouraged to initiate the extra help sessions.** Appointments made must be honored and any pattern of skipped appointments may result in disciplinary action.

Study Hall

For students struggling with time management and follow-through, study halls are conducted in teacher classrooms throughout the day. Students need to be considerate of the rights and needs of others in the room. That means that quiet must prevail, and the proctor in charge must grant students permission to confer with classmates, gather assignments, and leave the room for any reason. Form III students are required to attend study halls when they are not in academic classes.

Note: The Head of Upper School or Dean of Students at his discretion may assign study hall to a student if his work or unwise use of free time makes it necessary. Students (Forms IV - VI) on academic review/warning will be scheduled for study halls during all their free periods.

INFORMATION SERVICES

Overview

The goal of Information Services is to provide the means and opportunities to support the learning of each member of the Haverford community. 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 the instruction, guidance, and training needed to use all of the library resources 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 advisory. 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.
- Students are expected to behave considerately, quietly, and purposefully in the library. Any student unable to comply with these expectations will be asked to leave the library. Depending upon the nature of an infraction, a student may lose library privileges for a period of time. All school rules apply in the Severinghaus Library, including those regarding cell phones and dress regulations. Eating and drinking are not allowed in the library.
- Other services provided by the library include the use of a student photocopier and access to the use of the computers and peripheral equipment.
- 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.

Students must adhere to the following rules for computer use in the library:

- You are bound by the Acceptable Use Policy.
- In accordance with the AUP, games are restricted.
- The computers are primarily for research and school work.
- Limit your time while others are waiting.
- Unless your assignment requires a partner, only one person per computer.
- You must login and logoff with each session.

TECHNOLOGY

Like the Libraries, the School's information technology program seeks to integrate the development of technology skills with the curriculum. Teachers provide students with opportunities to use technology in and out of the classroom.

The tools: Upper School students have access to a variety of digital tools in Severinghaus Library, the Street, and in their classrooms. The library houses a computer lab with 20 computers, and has netbooks, kindles, and flip cameras for student use. Each science lab offers a 2:1 student to computer ratio, and the

Each Upper School student is provided with a Haverford email account, recoverable network storage space, and access to a variety of educational software tools and databases.

Expectations: Upper School students are expected to follow the guidelines found in the Network Acceptable Use Policy (AUP). At the beginning of the school year, each student reads and reviews the AUP with his guardians, and returns the signed document to the Upper School office:

The Haverford School: Responsible Use Policy

For 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.

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.*

Students should be aware that their actions on line, 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 on-line platforms that disrespects members of the community (other students, faculty, staff) or that brings discredit to the Haverford School will be processed in keeping with the disciplinary policies and procedures found in other sections of this handbook.

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)

HEALTH REGULATIONS

The school is committed to providing a safe and healthy environment for all of our boys and including those working in our learning community. Furthermore the school recognizes that physical and mental and health significantly influences one’s ability to participate fully in the school life. As such the school has developed the following health regulations in accordance and with guidance from State, local, and global health authorities along with recommendations from the latest scientific research from the medical community.

Student Health Forms

Health History and Permission Form is required annually for every boy in every grade. Parents should complete, update, and submit this form at the time of enrollment or re-enrollment and no later than March 1. Parents of boys enrolled after March 1 should complete and return this form to school as soon as possible and no later than their son’s first day of school.

Student Physical Assessment Form is required of every boy in every grade and due annually on the anniversary date of his last physical examination. New students should submit this form upon enrollment or prior to his first day of school. Parents are responsible for submitting this form complete with a health care provider’s signature in a timely manner. Failure to comply may result in exclusion from school or school activities.

Immunization Record is mandatory upon enrollment and updated thereafter of boys attending grades Kindergarten, Form I and Form V. Parents are responsible for contacting their son’s doctor to request a copy of their son’s immunization record at the time of enrollment and or at the time of their son’s physical examination, to coincide with his attendance into grades K, Form I and Form V. Should a parent defer immunizations for their son for medical, religious, or moral reasons, the parent and their son’s physician must complete and sign a note of refusal and return this note to the Health Services. Please contact the school nurse should you have any questions.

Absences and Medical Excuses

Parents should contact their son's division assistant by 9:00 am to report an absence due to illness. Absences prolonged 3 or more consecutive days should be reported to the school nurse. Parents are also encouraged to report absences due to contagious illnesses to the school nurse. Should an illness prolong a boy's absence for 3 or more days, a doctor's note is required and should accompany the boy upon his return to school. Likewise, should an illness or injury require academic accommodations or physical restrictions upon his return, the parent and the boy should deliver a doctor's note to the school nurse. The school nurse is responsible for communicating academic accommodations and or restrictions to your son's division head, teachers, and other helping professionals as deemed appropriate and agreed upon by the parent, student, and the school nurse.

Illness and Exclusion

Parents are encouraged to keep the son home to convalesce should he experience any of the following:

- Oral temperature of 100.0 F in the preceding 24 hours
- Vomiting or diarrhea in the previous 12 hours
- Undiagnosed skin rash
- Weepy, red, or itchy eyes

Should your son develop these or others symptoms of illness during the school day you will be contacted by the school nurse and the appropriate treatment and length of convalescence will be advised. A doctor's note may be requested to document treatment and medical clearance prior to returning to school.

It is the responsibility of Middle and Upper School boys to seek treatment and or advice of the school nurse should he become ill during the school day. Boys are not permitted to leave campus due to illness without first seeking counsel with the school nurse. The school nurse will then contact the parent to discuss the appropriate care. A boy may be excused from class mid-day for health related reasons with prior approval of both the parent and the school nurse.

Reporting Communicable Illness

Parents are encouraged to report communicable illness to the school nurse. Information will be treated professionally and in the best interested of both the individual and the learning community.

Medications in School

Students are not permitted to carry medications in school without prior approval from the school nurse.

The school nurse may administer acetaminophen, ibuprofen, antacid, or Benadryl to your son during the school hours with prior permission from a parent. A parent signature authorizing administration of these medications is required annually on the Health History and Permission Form. The school nurse may also administer prescription medication with proper documentation and parent approval as described below.

Prescription medications to be given on a regular or as needed basis require a physician order from your son's health care provider. Parents are responsible for asking their health care provider to complete a Physician Order for

Prescription Medication in School Form. This form must be updated annually, prior to the start of the new school year.

Parents are responsible for providing their son's prescription medication in the original labeled container prior to the first day of school each year.

Medications for an acute illness, such as an oral or topical antibiotic, can be return home on a daily basis if needed. Otherwise, student medications should be picked up by the parent at the end of each school year.

In some cases it may be necessary to keep emergency medications such as an EpiPens or inhaler with the Athletic Trainers for access after school hours. It may also be appropriate for some boys to carry life-saving medications with them during the school day. A student may carry a life-saving medication after demonstrating proper use and receiving prior approval from the school nurse and his health care provider. Please speak with the school nurse about your son's specific health care situation.

Food Safety

Please do not send in peanuts or nuts in your son's lunch or snacks to protect our students living with life-threatening food allergies. Parents are encouraged not to send food or candy to share with others for projects or events. The School Dining Services will provide food for special events. Please visit the Health Services Web site for more details about this important policy.

(AIDS and Other) Communicable Diseases Policy

Given the global and culturally interconnected nature of our learning community and the ever advancing nature of science the school recognizes but does not limit the term "communicable diseases" to include infectious illnesses listed in the CDC's guide to [National Notifiable Conditions](#). Furthermore, we include here for reference the definition of a communicable disease as an infectious process which can spread from person to person, often through airborne virus or bacteria, but may also spread through blood or other bodily fluid. As such we shall use the term "infectious process" to describe our (AIDS and other) Communicable Disease Policy herein.

The school does not discriminate against students living with an infectious process and promises to base all necessary decisions based on professional judgment utilizing the latest scientific research as well as guidance from State, local, and global authorities. Parents are encouraged to discuss their son's health needs with our school nurse, who will treat their concerns with compassion and professionalism. The school nurse may request full disclosure to allow direct communication with a boy's health care provider, at which time an appropriate individualized plan of care will be agreed upon by all parties.

Students living with an infectious process may attend school, so long that their attendance does not pose a significant threat to themselves or others. Exclusion may be necessary should a boy become too ill to participate in school activities, the condition creates an unsafe or unhealthy environment for others in our learning community, or when the illness or injury requires a level of care that cannot be managed at school.

Parents are encouraged to contact the school nurse with questions or concerns about 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:

Physical harassment including rape, any coerced sexual acts, or unwelcome touching in any form.

1. 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.
2. Any demeaning sexual propositions.
3. Leering or ogling at a person's body.
4. Sexually explicit or suggestive remarks about a person's physical attributes, clothing, or behavior.
5. Sexually stereotyped or sexually charged insults, or humor.
6. Inappropriate personal questions of a sexual nature.

Individuals Covered by this Policy

This policy covers all students, faculty, administration, 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 & 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 lists of convicted sex offenders 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.

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- 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 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.

Supplement to The Haverford School Management Plan

Example Notification

In 1987 the U.S. Environmental Protection Agency (EPA) promulgated the Asbestos Hazard Emergency Response Act (AHERA) under Title 40 Part 763, Subpart E of the Code of Federal Regulations. This rule required Local Education Agencies (LEA's) to identify friable and non-friable Asbestos Containing Material (ACM) in public and private elementary and secondary schools by visually inspecting school building for such materials, sampling such materials if they are not assumed to be ACM, and having samples analyzed by appropriate techniques referred to in this rule.

In keeping with this legislation, The Haverford School was inspected by EPA accredited inspectors and a comprehensive management plan was developed for handling asbestos containing building material in a safe and responsible manner. This plan was originally developed and submitted to the Commonwealth in 1989.

This year, The Haverford School will conduct the following actions with respect to its asbestos containing building materials:

1. Performance of a re-inspection of remaining ACM by accredited building inspectors.
2. Performance of periodic inspections of ACM by building/engineering/maintenance staff.

A copy of the Asbestos Management Plan is available for review in the Maintenance/Operations Office. Copies are available at \$0.25 per page.

Questions related to the plan should be directed to Mr. Robert Wisler, Facilities Director, The Haverford School, 450 Lancaster Avenue, Haverford, Pennsylvania 19041, Phone: 484-417-2701; email: riwsler@haverford.org.

Updated Nov. 2020