Preparing Boys for Life

LOWER SCHOOL
STUDENT & FAMILY HANDBOOK
2026-2027

THE HAVERFORD SCHOOL LOWER SCHOOL
STUDENT & FAMILY HANDBOOK

Dear Haverford Families,

Welcome to the 2026-2027 school year. This handbook contains the information you will need to engage as a Lower School student and family this school year. Please read it over carefully and keep it as a reference throughout the year.

While this handbook covers many of the routines, activities, and traditions of The Haverford School's Lower School, words alone cannot convey the heart and soul of the division. The true spirit and good work of Lower School lies within the relationship between teachers and students and is evident in our classrooms, halls, and outdoors every day. Teachers get to know each boy as an individual and care deeply about him as a person. We invite you to be an engaged and active member of our school community, as we prepare boys for a life of service, leadership, excellence, and success.

Sincerely,

Mrs. Jenni Scoggin
Head of Lower School

Since 1884, The Haverford School has been dedicated to teaching boys and helping them grow in academics, the arts, athletics, and in moral character.

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The Haverford School

MISSION STATEMENT

TThe Haverford School is a vibrant community where each boy is known, challenged, and supported. With nearly 150 years of expertise in how boys learn, we focus on relationships, scholarship, and character, providing students with a rigorous and comprehensive education that prepares them for lives of purpose and impact.

STATEMENT OF VISION

The Haverford School will solidify itself as a leader in boys' education and as the foremost educational opportunity for boys in the Philadelphia area. Through an enhanced focus on scholarship, leadership, character, and community, boys will engage, learn, and grow more at Haverford than they would elsewhere. Our graduates will leave us with the curiosity, initiative, and wisdom required to lead and serve.

Essential Qualities of a Haverford School Graduate

PRINCIPLES OF COMMUNITY

The Haverford School is an inclusive community. We respect ourselves and others, demonstrate honesty in word and deed, and have the courage to be our best every day.

Haverford believes that a diverse and inclusive community provides a better learning environment in which to prepare our boys for the world they will lead upon graduation. Haverford is 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, including those based on race, ethnicity, national origin, culture, religion, socioeconomic status, gender, learning styles, disability, age, or sexual orientation.

The Haverford School community is built on trust and respect for one another. All of us should:

- Respect and value people of different genders, backgrounds, and opinions, and live as a cooperative and engaged citizen of the global community
- Treat others honestly, fairly, respectfully and courteously
- Practice empathy, compassion, and generosity of spirit
- Strive for inclusiveness by avoiding cliques and snobbery and refraining from gossip
- 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 at the appropriate level and, follow such dialogue, abide by the School's decision

The Principles of Community and Essential Qualities of a Graduate can be further reviewed on the School's website

The Lower School

LOWER SCHOOL, VALUES IN ACTION

In addition to the Principles of Community, the Lower School is focusing on these Values In Action for the year that are based on The Haverford School virtues.

The School Day

School Hours

Students may enter the classrooms at 7:30 a.m., and are required to be in class by 8:20 a.m. Daily attendance will be taken at the beginning of the school day in each classroom at 8:25 a.m. Dismissal for Pre-K and K is at 2:30 p.m., Grades 1 & 2 3:00 p.m., and Grades 3, 4 & 5 3:15 p.m.

Pre-K and K	**8:20 a.m. - 2:30 p.m.**
Grades 1 & 2	**8:20 a.m. - 3:00 p.m.**
Grades 3, 4 & 5	**8:20 a.m. - 3:15 p.m.**

Arrivals

Morning drop off begins at 7:30 am for Lower School students. Students arriving between 7:30 am and 8:20 am should proceed directly to their grade level pod/classroom. **No boy should be dropped off at the Lower School before 7:30 a.m.**

Classes start at 8:20 a.m., students who arrive after this time must check in at the Front Office of the Lower School.

Dismissals

Dismissal Times Monday through Friday	
Pre-K and K	**2:30 p.m.**
Grades 1 & 2	**3:00 p.m.**
Grades 3, 4 & 5	**3:15 p.m.**

Lower School Attendance Policy and Expectations

Philosophy of Attendance

Attendance and Promptness Matter!

The Haverford School is committed to developing the full intellectual, artistic, athletic, and moral potential in each boy. Accomplishing these goals is highly relational, therefore consistent attendance at school is crucial for academic excellence and social-emotional development. Regular attendance at school is the responsibility of parents/guardians and older students as well, where appropriate.

by an official doctor's note to return to school.

Therefore it is incumbent upon families to make every effort to have their children attend every day that school is in session. In light of student safety and well-being, it is the parents' responsibility to communicate with the school regarding the attendance of their child(ren). Parents also need to ensure that students arrive at school on time, for tardies can also have a deleterious effect on student learning, achievement, and community building.

The policies outlined below reflect the expectations of the school regarding attendance, tardies, extended absences, and (if necessary) medical leaves of absence.

The Lower School's policy allows for 16 missed days (10% of the school year) during the school year before academic placement or re-enrollment the following year may be impacted. Exceptions to this policy may be determined by the school administration for medical reasons or extenuating circumstances.

All absences are treated as unexcused until a written explanation of the reason(s) for an absence is received. If parents or guardians and students fail to provide a written explanation within three days of the absence, the absence is permanently counted as "unexcused."

Excused absences:

- Illness (more than 3 consecutive days out of school requires physician's note)
  - *IMPORTANT: A student must be fever, for a minimum of 24 hours and no vomit and/or diarrhea for 12 hours before returning to school. A student who is diagnosed with a contagious illness or condition must be cleared*
- Religious holidays/ instruction
- Medical appointments

- Funerals
- Family emergencies
- Approved Personal Use: Vacations, special family events, and non-school sponsored educational tours/trips, up to 3 school days over the entire school year, may be considered excused with a prior written request and approval from the division head (at least 2 days in advance). Additional days may be approved by the division head for co-curricular activities such as performing arts and athletics.

Unexcused absences:

- Personal Use: Vacations, special family events, and non-school sponsored educational tours/trips without prior written request and administrative approval, or that extend beyond 3 school days over the entire year.

Communicating Absences/Lateness

If a student will be absent from school, parents should notify the Lower School through one of the following communication channels.

- **Emailing both the student's homeroom teacher and lsattendance@haverford.org.** This lsattendance@haverford.org will be received by Teresa Touey in the Lower School Administrative Office and the nurse in the Health Office. Parents/guardians must call or email their son's classroom teacher and Teresa Touey to alert them to their son's absence.
- Calling (610) 642-4583, ext. 1957 BEFORE 9:00 a.m. on each day that he is out. The number is 642- 4583 ext. 1957.

If possible, parents should try to schedule doctor or dentist appointments after school or on Saturdays.

Obtaining Assignments for Absences Due to Illness or Family Emergency

- If a student is well enough to do his homework, the parent may request that his homeroom teacher prepare his assignments and necessary books. This homework will be ready for pick up after 3:00 p.m., or if more convenient, the office will send it home with another student. Parents should call the office for homework before 10:00 a.m.
- Teachers will not be expected to record classes or set up remote learning.
- Academic/missed work will be made up when the student returns to school, although the teacher may provide some activities or work via email or Canvas for the student to complete IF they are feeling well enough.
- The teachers will work with the student when they return to school to create a plan to complete any necessary make-up work or assessments.

Returning From Absence(s)

When a student returns from an absence, he must present a written note from a parent, guardian, doctor, or a hospital with a reason for the absence to Teresa Touey. Absences shall be treated as unexcused until the school receives a written excuse explaining the absence, to be submitted within three (3) days of the absence. A maximum of sixteen (16) days of cumulative absences shall be permitted during a school year. All absences beyond sixteen (16) cumulative days shall require an excuse from a medical professional.

Excessive absenteeism, excused or unexcused, may result in termination of enrollment, non-renewal of future enrollment, denial of grade promotion or other disciplinary consequences.

Tardies & Early Dismissals

Promptness and regular attendance are necessary for academic success at The Haverford School. Teachers and students have the right not to have instruction time interrupted by students who are tardy or leaving early from school.

- Students not in their classroom by 8:20 a.m. are considered tardy. Students will report to the Lower School administrative office to sign in before reporting to their homeroom.

- When students depart from school prior to the dismissal time, their departure time will be recorded by Teresa Touey in the LS Front Office. **Parents/guardians picking up a student for early dismissal must come to the Front Office to sign their child out before leaving campus.**
- Excused tardies and early dismissals will include doctor/dental visits, illness. Excused tardies will include traffic conditions that may cause students to arrive at school late.
- All other tardies and early dismissals will be considered unexcused.
- All tardies and early dismissals are recorded as a part of the student's attendance record.
- The school administration will be the final authority in determining whether tardiness or early dismissals are excused or unexcused.

If possible, parents should try to schedule recurring health and learning appointments after school or on Saturdays. Excessive tardies or early dismissals may result in termination of enrollment, non-renewal of future enrollment, denial of grade promotion or other disciplinary consequences.

Vacations

The School asks that parents plan vacations around the school calendar. The school especially asks that families not extend vacation periods by taking boys out of school on the days before, or immediately after vacation periods. By attending school each day, students stay current with their academic work and participate fully in the social life of their class. If a boy will miss classes because of an extended or unscheduled vacation period, homework will be assigned at the discretion of the teacher. Please see our Lower School Attendance Policy.

Excessive Absences and Tardies

Excessive absence occurrences over the year.

If a student has 8 days of excused or unexcused absences, parents/guardians will receive email communication from the classroom teacher to ensure awareness of the absences/tardies and remind parents/guardians of the school attendance policies and expectations.

When a student's excused and unexcused absences reach 12 days, parents/guardians will receive communication from the Lower School Dean of Students to ensure awareness of the absences and remind parents/guardians of the school attendance policies and expectations.

Should a student reach 14 days of excused and unexcused absences, the parents/guardians must meet with the Lower School Dean of Students and classroom teacher to determine whether there are extraordinary circumstances (extended illness, family emergency, etc.) and determine a path forward that supports the child's journey through the unit.

Should a student's excused and unexcused absences reach 16 days of school, the parents/guardians must meet with the Head of Lower School, Lower School Dean of Students, and classroom teacher to determine whether there are extraordinary circumstances (extended illness, family emergency, etc.) and determine a path forward that supports the child's journey through the unit. This meeting will be called by the Head of Lower School and will be a requirement for continued matriculation.

Excessive tardiness occurrences over a trimester.

If a student has 8 tardies and/or early dismissals, parents/guardians will receive email communication from the classroom teacher to ensure awareness of the tardies/early dismissals and remind parents/guardians of the school attendance policies and expectations.

When a student has 12 tardies and/or early dismissals, parents/guardians will receive

communication from the Lower School Dean of Students to ensure awareness of the tardies and remind parents/guardians of the school attendance policies and expectations.

Should a student's tardies and/or early dismissals reach 16 days of school, the parents/guardians must meet with the Head of Lower School, Lower School Dean of Students, and classroom teacher to determine whether there are extraordinary circumstances (extended illness, family emergency, etc.) and determine a path forward that supports the child's journey through the unit.

Process and procedure for final parent conference

Our program is highly dependent on a student's presence and participation, and the meeting between the Head of Lower School and parents/guardians will take into account considerations of social and emotional and academic needs of the student, and how time away from school may have impacted a student's progress for the year.

During that meeting the conversation may include, but may not be limited to the following considerations for a path forward to best support the student's needs:

- Required summer academic work and/or support
- Repetition of the academic year
- Creation of addendum to future enrollment contracts
- Termination of enrollment contract

Lower School students who are chronically tardy, early dismissal and/or absent in excess of 16 school days are at risk of having to repeat their current grade. Consistent daily participation in classroom and division activities are essential for students to receive the full benefits of The Haverford School education.

Students who are tardy or have early dismissals are by definition absent during specific times of the school day. Depending on the frequency or length of these blocks of time away from school, tardiness can have the same impact on student learning, academic achievement, and community engagement as regular absences. Because of this, the Head of Lower School may determine that regular tardiness or early departure necessitates a similar meeting with parents/guardians.

Emergency School Closings

In inclement weather or any other extraordinary circumstance, The Haverford School may alter its regular arrival/ dismissal times (close for the day, open late, or dismiss early).

In such events:

• Notifications will be pushed out through our alert system. You will automatically be registered for text and email alerts.

• Information will be posted on The Haverford School website (haverford.org) as well as on The Haverford School's social media networks, including Instagram, Facebook and X.

• A recorded message will be added to Haverford's main phone number (610) 642-3020).

It is the responsibility of each parent to ascertain the school's plan regarding a possible early closing. Please check the sources noted above throughout the day, as announcements of early closings could happen at any hour.

School may be canceled because of inclement weather. While the School makes every effort to phone parents through the use of a phone chain, it is also important that parents listen to the radio. The school code number is 334, Montgomery County. If it snows during the school day, the School will stay open until the end of the school day. If a public school district sends its buses early, the School will not put a student on the bus unless his parents are notified by the Lower School office.

OCCURRENCES/YEAR ABSENCES (Excused or Unexcused)		
Absent: Excused or Unexcused	**Teacher Response**	**Administrative response**
8	**Email/Call Home**	**-**
12	**Email/Call Home**	**Warning Letter 1**
14	**Parent Attendance Conference**	**Warning Letter 2** **Parent Attendance Conference**
16	**Parent Attendance Conference**	**Final Admin & Parent Conference**

OCCURRENCES/TRIMESTER Tardies/Early Dismissals (Excused or Unexcused)		
Tardies/Early Dismissals (excused or unexcused)	**Teacher Response**	**Administrative response**
8	Email/Call Home	-
12	Email/Call Home	Warning Letter 1
14	Parent Attendance Conference	Warning Letter 2 Parent Attendance Conference
16	Parent Attendance Conference	Final Admin & Parent Conference

Routines

Class Supplies

All supplies are supplied by the school unless indicated by the homeroom teacher.

Snacks

Each homeroom has time in their schedule for a snack. Parents should provide nutritional snacks that can be consumed in about ten minutes. Please do not pack candy, soda, or sugary foods, as we try to teach about proper nutrition. Many classes have children with food allergies, and oil or residue from peanuts or other nut products can cause severe reactions. **Because of this, please do not send snacks that contain nuts.** We ask that all parents teach their sons to be sensitive and respectful to

classmates in choosing snack foods. It should be noted that gum chewing is strictly prohibited at The Haverford School.

Lunch

Pre-kindergarten and Kindergarten bring a packed nut free lunch from home which they eat in their classrooms.

Boys in first through fifth grade eat in the Dining Hall each day and may either bring a nut free lunch or purchase school lunch. Families/caregivers can purchase a meal plan for students in first through fifth grade by semester or for the full year using the Dining Hall election form. All questions regarding Dining Hall plans should be directed to our Director of Dining Services, Kim Sprangers (ksprangers@haverford.org).

The Lower School Dining Hall Menu can be found on the Dining website. Typically, lunches include: entree, vegetables, hot soup, salads, sandwich, fruit, Jell-O, assorted desserts, and milk.

Dining Hall

In the morning and afterschool, Lower School students are not permitted in the Dining Hall without an accompanying parent/caregiver.

Food, Lunch, Treats and Allergies

Throughout all school divisions we have a number of students who are allergic to any number of food types. Some students in our building have severe allergies that could be life threatening. As a result, the school has a need to control the food that is served on any given day.

Pre kindergarten and kindergarten students will continue to eat lunch in their classrooms as they traditionally have, and therefore need to bring a bagged lunch to school each day. Students in first through fifth grades have the option of either bringing a bagged lunch to school or purchasing a meal plan for the Dining Hall. You should have received information from our Director of Dining, Michael Burr, in July regarding meal plan options for the 2026-2027 school year. ***Students will not have access to microwaves in the classroom or on the Lower School side of the Dining Hall, please plan your son's lunch accordingly.***

Our Dining Hall staff and faculty are very aware of the cautions that need to be taken every day and work very hard to minimize the risks that are inherent for children with food allergies. To control the potential risks, all foods to be shared within the classes for the students must be foods prepared by our cafeteria staff who are knowledgeable in potential risks. If a student brings a food item to school containing nuts, it will be confiscated, they will be provided with an alternative item and families will be notified. **Please do not send in any treats, candies, and/or food products as we cannot serve them to our students!**

As a final note, the school will not accept food deliveries from any food delivery service. Any food that is attempted to be delivered via a food delivery service will be refused delivery. If a student has forgotten to bring a lunch or snack, please notify his teacher and/or the front office so that accommodations can be made to ensure that his nutritional needs are met for the day. In the event that a student repeatedly forgets his lunch or snack,

families will be responsible for any associated Dining Hall fees.

Toys, Cell Phones, and Electronics

Generally speaking, toys from home are a distraction in the classroom. With his teacher's permission, it is fine for a child to bring in a special toy for Show and Tell, but otherwise, we ask parents to ensure that toys stay at home. This includes computers, interactive watches, and other electronic devices.

In order to fully meet community and academic objectives and attend to student health and well-being, students are not permitted to use or access cell phones or other equivalent mobile devices (tablet, smartwatches, handheld gaming consoles, etc.) while on campus (including all school buildings) at any point during the school day (8:15 a.m.- 3:15 p.m.) Teachers can arrange for a student to use a school phone if an emergency call is necessary, and parents may call the Lower School office at 484.417.2727 if a message needs to be delivered to their son.

Students may not use cell phones or smart watches at school. Any watch that has the capability of taking pictures/videos, recording audio, or the ability to make phone calls, send text messages, play games, or have web access are not allowed at Haverford during the school day.

We recognize that some students may need a cell phone or smart watch to communicate outside of school hours. If your child falls into this category, please fill out this storage request form and return it to the Lower School office.

For families who have completed the storage request form, students who bring a cellphone or smart watch to school will be asked to turn it off or place it in airplane mode and hand it to their teacher/advisor at the beginning of the school day. Cell phones and smart watches will be placed in device storage in the student's homeroom throughout the day. Cell phones and smart watches will be given back to students at the end of the school day before dismissal.

Students are not permitted to have their cellphones out during dismissal. Students who are in violation of the cell phone policy will have their cell phone confiscated and will be disciplined in accordance with our school discipline policy. Confiscated cell phones and watches may only be picked up by parents in the school office.

Students may not use electronic devices, whether on or off campus, in any way that is inappropriate, harassing or disruptive to the educational environment. The visible/audible content stored on an electronic device, such as images, wallpapers, and ringtones, are to be school-appropriate. Students are not permitted to use electronic devices to make threats, use camera features to take inappropriate pictures or videos, videotape or record classes, send text messages to other students in class, or in ways that would otherwise violate a School rule. Students are not permitted to use electronic devices in restrooms, locker rooms, or the library. Students are responsible for any information contained on their personal cell phones, including text messages and other media.

Any student found to have an electronic device in their possession and turned on during a test or examination will be presumed to have used the device to cheat and will receive a zero for the test/examination and may be subject to additional disciplinary consequences.

Students who violate this policy will have their cell phones or electronics confiscated. In such cases, the School reserves the right to inspect the device, including all contents. Students must provide any and all passwords to inspect the device upon request by a School administrator. Students and their parents consent to the School logging into the device and its contents and applications, as well as accessing all communications, including, without limitation, stored communications. Parents may be required to come to the School office to pick up confiscated items but must understand that even if the device is registered or paid for in the parent's name, its ownership and contents will be attributed to the student in whose possession the device was found. Students will also be subject to disciplinary

procedures for violation of this policy. The school may also turn any such devices over to law enforcement if necessary.

Lost and Found

Lost items will be placed in the lobby of the Lower School, and then set out during Parent Conferences. We ask that you clearly mark all clothing, especially outerwear, sweaters, backpacks, lunch boxes, and sports equipment with your son's name. It is easy to return clearly marked items to the child who lost them. There are several online companies from which to purchase custom clothing/equipment labels. In addition, please be vigilant in checking that your son has brought home all of his items each day.

Homework

On average, parents can expect that students in first grade and above will be assigned 20 minutes of reading per day (reading to your son counts!) plus some combination of reading, writing or math homework. The amount of homework per day may ebb and flow over the school year depending on the unit of study or skills being taught. Teachers intend that homework be a meaningful extension of the student's classroom instruction and a reinforcement of what he is learning at school. Teachers will not assign homework for the sake of homework, nor will they assign something that has not already been taught in the classroom. Students are responsible for their homework.

Parents can play an important part by helping their son set up a homework routine which would include a scheduled time for homework, a properly equipped workplace, a quiet environment, and a system for packing up for the next day. However, taking too active a role in completing a boy's assignments deprives him of the necessary developmental growth of assuming his own responsibilities and the teacher of an awareness of how a boy is progressing in an area. If your son is unable to complete homework, please reach out to his teacher who can help to develop a homework plan, and/or work with your son to determine what he was struggling with while attempting to complete his homework.

Report Cards

In all grades, pre kindergarten through fifth, there are three report periods: November, March, and June. The format of the report card changes from grade to grade. The reports have been designed by the teachers to include and emphasize the areas which they feel are developmentally important. Written comments accompany each report card to provide added insight to each child's progress. Report cards are intended to communicate with the parents. Comments are written on an adult level, and are not, unless specifically stated, directed at the student.

Rules and Regulations

Appearance and Dress Code

School Shirt
White, yellow, maroon, or gold, collared, knit polo, either long or short sleeves are part of the uniform and should be tucked in. Boys are permitted to wear Haverford crewneck, sweaters, and ¼ zipper shirts but a school uniform compliant polo must be worn underneath. Hoodies are not permitted as part of the school uniform, but may be worn on school dress down days.

School Pants
Khaki, gray, or navy are acceptable pant colors. Shorts of these colors are permitted during the warm-weather months from September through October 31, and again after Spring Break. **Cargo pants and athletic shorts are not permitted**.

School Shoes
Sneakers – Velcro, or laces tied with a double-knot. Flashing/light-up, rolling, and backless (crocs, clogs) shoes are not permitted.

Physical Education Classes
On PE days, Kindergarten through Fifth grade boys should wear a Haverford School PE shirt (available for purchase in the School Store) with their uniform short/pants (Even on PE days, boys are NOT permitted to wear athletic short/pants). Only sneakers are allowed on the gym floor.

Hair
Should be neatly groomed, natural in color (no hair dye, color streaks or the like) and out of the eyes of the student. Students are not permitted to come to school with words, symbols, signs or the like shaved into their hair.

Jewelry
Jewelry, aside from that with medical or religious significance, is not allowed to be worn in any form.

Smartwatches/Fitness watches:
Any watch that has a camera capable of pictures, audio/video, or the ability to make phone calls, send text messages, play games, or have web access features are not allowed. We recognize that some students may need a cell phone or smart watch to communicate outside of school hours. If your child falls into this category, please fill out this storage request form and return it to the Lower School office. If students are caught violating this policy the device will be confiscated and they will be disciplined in accordance with our School discipline policy. Confiscated watches may only be picked up by parents in the school office.

Out-of-Uniform
Boys may be sent to the nurse's office for a change of clothes, or the main office to wait for their parents to drop-off their school uniform.

The required uniform and gym shirt is available for purchase on campus at The Fords Store – located next to Middle School carpool pick-up area, or online by visiting: ***The Fords Store Online***

TRANSPORTATION

Transportation to & from Lower School
Many Lower School boys use the buses provided by their local school districts. All arrangements for public school busing must be made through Mrs. Teresa Touey in the Lower School Office. The Lower School does not have any formal arrangement for car pools. However, class parents or a neighboring parent might be able to help.

Each family is asked to complete a transportation form for boys riding the bus, which is kept on file in the Lower School Office. This is to help ensure students get home safely each day. If there are any changes in a student's usual method of transportation, the parent should send an email to the homeroom teacher/advisor and copy Mrs. Touey. Transportation changes should be called no later than 1:30pm to **Teresa Touey 610-642-3020**

x1232 or ttouey@haverford.org. Unless it is a true emergency causing the change to a students' transportation method, the transportation plan on file with the school will be followed.

Dismissal Times: Monday – Friday

Pre-K and K	**2:30 p.m.**
Grades 1 & 2	**3:00 p.m.**
Grades 3, 4 & 5	**3:15 p.m.**

Dismissal for several hundred boys is a complicated time of the day. Safety of our students and faculty is of primary concern. To best ensure that this time of day runs as smoothly as possible, please follow these procedures:

- Please **DO NOT USE YOUR CELLPHONE AT CARPOOL** for dismissal or drop-off.
- **Safety First!** Every student must be supervised during dismissal. It is critical that every student follow the teachers guiding them to carpool, or the bus pick-up area at dismissal.
- Parents are expected to remain in their vehicle during pick up and drop off.
- Parents should not be pulling into the parking lot during either drop off or dismissal unless they have a pre-scheduled meeting with school personnel.
- Parents should not congregate on the sidewalks during afternoon dismissal as it interferes with school personnel's ability to safely dismiss the students.

Safety and behavior rules must be observed at pick-up areas.

Car Pick-Ups

Parents picking up their sons by car are expected to do so promptly at the assigned dismissal time for each grade. The exception to this is any family with multiple boys enrolled at The Haverford School. In the case that a family has multiple boys at Haverford, they are encouraged to pick up their sons at the time of their eldest son's dismissal. **If a student is not picked up by 3:45PM, he will be admitted to the Aftercare/Enrichment Program run by ESF at The Haverford School. Parents will be responsible for all fees associated with Aftercare/Enrichment billed by ESF.**

PLEASE PULL ALL THE WAY UP AS FAR AS YOU CAN WHEN IN CARPOOL in order to make the car line move efficiently.

Busing

While the School provides supervision of the boys until the last bus comes, we do not provide an after school play period. Because the proper supervision and safety of the boys is the School's chief concern while they are on campus, boys in grades Pre-K through Fifth Grade are not permitted to stay after school to attend Middle and Upper School games unless they are accompanied by one of their parents. Older siblings are acceptable substitutes for parental supervision, **only with written parental permission.**

School Nurse and Health Office

A school nurse is on site every day. The Health Center monitors absenteeism to determine both the overall health and well-being of the community, as well as the need for supportive care upon returning to school. If your son is absent for more than 3 school days, we may request a note from his health care provider before he returns to school. Please notify Health Services if your son is injured or hospitalized during the school year. A note from his health care provider will be requested so that we may plan for safe return to classroom and daily activities.

Please see our **Wellness Policy** for detailed information.

When to Keep a Child Home Due to Illness Wellness Policy

The general rule of thumb is to keep your child home from school if his symptoms disrupt his ability to concentrate in class, distract classmates or teachers, and/or if he might be infectious to others.

If a student comes to school with such symptoms, he will be sent to the Health Center for assessment and sent home. An article in the American Academy of Pediatrics Newsletter (2010) listed the following as general indications to keep a child home or take him to the doctor. This does not replace the advice of your child's healthcare provider:

• Persistent fever (temperature higher than 100.0ºF degrees when taken by mouth)
• Sore throat that lasts more than 48 hours, especially when accompanied by fever.
• A significant new rash; particularly when other symptoms are present
• Large amounts of discolored nasal drainage
• Severe ear pain
• Uncontrolled cough

Policy for Dispensing Medication

Should your son require medication during the school hours, you must contact the School Nurses at 610-642-3020, ext. 1234 or ext. 1994. Medication to be given on a regular or "as needed" basis requires a prescription from your son's physician. This includes Epi Pens and inhalers as well as oral medications. Medications that need to be given for treatment of an acute nature, such as oral or topical antibiotics, require an email and/or call to the Health Office directly from the parent stating the time of day as well as the duration of treatment. All medications must be delivered to the School Health Office in the **original prescription labeled** container. Medications can be returned home on a daily basis if needed.

The school nurse should be advised of any food allergies (610-642-3020, ext. 1234).
Health Services email:
healthservices@haverford.org

Peanut and Tree Nut Safety Program

The Haverford School strives to provide a safe environment for our students with life threatening peanut and tree nut allergies. You can help this endeavor by making sure that no peanut or tree nut products are sent to the school in lunches and/or snacks. Our cafeteria staff and faculty are very aware of the precautions that need to be taken every day and work very hard to minimize the risks that are inherent for children with these peanut/tree nut based allergies. In order to control the potential risks, all foods to be shared within the classes for the students must be foods prepared by our cafeteria staff who are knowledgeable in minimizing the potential risks. Please do not send in from home any treats or foods to be shared with other students in the classroom.

Discipline Policy

Philosophy of Discipline

Conflict is an unavoidable experience in the life of all of us, including children. A student's behavior often serves as the visible manifestation, but not the entirety, of their underlying struggles. As educators, we recognize that understanding a child's outward behavior often necessitates a genuine curiosity about the inner turmoil and/or motivation behind the behavior. Creating a school community that embraces differences and fosters genuine connections means establishing a secure space where it is permissible to acknowledge the harm and extend support to students who may have caused the harm in need of repair. The process of restoration involves introspection, learning from one's motivation, and devising a plan to learn, change decisions, and present future harm.

Renowned psychologist and author Rick Hanson found that, "Relationships shrink to the size of the field of repair. But a bid for a repair is one of the sweetest and most vulnerable and important kinds of communication that humans offer to each other. It says you value the relationship." At Haverford, we cherish each of our students and are dedicated to helping them grow through every experience, including their mistakes. Here in the Lower School we view school discipline as a collaborative endeavor that includes parents, guardians, students, and staff. Our discipline policy is thoughtfully designed to foster positive behavior by acknowledging and celebrating students who consistently exhibit exemplary conduct. We recognize that making mistakes is not only natural but also a crucial component of a child's developmental journey. Therefore, we are committed to guiding students in reflecting on their actions, understanding their errors, and making more informed decisions moving forward.

In step with our school's virtues, we diligently teach and exemplify positive behaviors such as active listening, cooperation, and mutual respect. We are steadfast in our belief that cultivating a positive and supportive learning

environment inspires students to pursue excellence in all facets of their Haverford experience.

Community Standards

The following standards are an essential part of the Haverford School community and directly to our Principles of 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, providing work for another student to copy, 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.***

- Everyone has the right to feel safe on The Haverford School campus. Always treat others with verbal and physical restraint; this means no fighting, bullying or indulging in verbal abuse. 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 on campus.***

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 "School Response to Student Misbehavior" section of this handbook (page 19 and 20) for the consequences of violating these community standards.

Haverford Lower School Students will:

- respect classmates, faculty, and staff
- respect the property of the school and its community
- be civil in the hallways and on campus
- come to school in the proper school uniform and neat in appearance
- be orderly in the lunch line and at the lunch table and eat only in the cafeteria
- observe dismissal procedures
- know and live by the school's Community Standards, and Principles of Community
- report to homeroom and class on time

Disciplinary Actions for Minor & Major Infractions

At Haverford Lower School, we understand that minor infractions are part of the learning process. Our goal is to address these behaviors constructively to help students grow and learn from their mistakes. Disciplinary actions for minor infractions may include, but are not limited to:

- Verbal Reminder
- Non-Verbal Cues
- Reflection Time
- Loss of Minor Privileges
- Behavior Reflection Sheet
- Restorative Conversation
- Recess or lunch Detention
- Seating Change
- Parent Notification
- Apology or Reparative Action

These actions are designed to help students understand the consequences of their actions, encourage positive behavior, and support their growth and development within a nurturing and respectful school environment.

Disciplinary actions for major infractions are determined by the Division Head with the assistance of the Dean of Students and other support staff. Significant disciplinary actions may include, but are not limited to:

- Time out of the classroom to reflect on the behavior verbally or in writing, and to begin the restorative process (e.g., apologize, fix, repair).
- Loss of privileges (e.g., loss of recess, field trips, special school events).
- Being sent home for the day.
- Lunch detention.
- Suspension.
- In the most serious cases, expulsion from school.

If parents are contacted regarding their son's behavior at school, we encourage them to take a team approach and partner with the school in supporting their son in growing through and from their behavior. Partnership best entails speaking with your son about what happened, discussing what they could do differently next time, helping him take accountability for his actions, and providing the Dean of Students with any additional information and perspective that could assist in supporting your son.

Home-School Partnership

A key ingredient to supporting the learning and growth in our students is the important role parents and guardians serve in partnering with teachers. Engaging in partnership looks like:

- Engage in open and direct communication with teachers, faculty, and administrators and maintain a collaborative approach when conflicts and challenges arise. Stay curious.
- Recognize the school's responsibility to do what is best for the entire community, while trusting that we also advocate for the needs of each individual student.
- Understand that the school is only authorized to discuss your own child's situation with you and not the issues or experiences of another student.
- Respect the value of time and process in school decisions.

Communication and Privacy Guidelines

As a school, our priorities are ensuring the safety of students, teachers, and staff, and protecting the privacy of the students and families involved. When major incidents occur at school, your son may want to discuss and share what happened. It is healthy for parents to speak to their son about his feelings and perspective on the situation and to share with the Dean of Students or the Division Head any information that may be valuable or relevant.

However, we also have an obligation to remind parents that, as members of the Haverford School community, we all agree to abide by our Principles of Community. **One of these principles is treating**

each other with fairness and respect, which extends to how we speak about other people's children and incidents that occur at school. If you are concerned about a situation occurring at school, please reach out to us. **While we cannot discuss the particulars of incidents or individual consequences,** we are available to hear parental concerns and to discuss our processes and policies.

Anti-bullying Policy

The Haverford School recognizes that students should have a safe, positive learning environment, and that bullying and cyberbullying will not be tolerated.

Harassment and Bullying

The School is dedicated to fostering an environment that promotes kindness, acceptance, and embraces differences among individuals. Therefore, the School will not tolerate any type of harassment or bullying by a student, employee, or any third party (including vendors, contractors, donors, volunteers, parents, and visitors). Students should be aware that their off campus behavior is also covered under this policy, regardless of when and where the conduct occurred or who was affected by the student's inappropriate behavior. Harassment is broadly defined to include unreasonable conduct or behavior that is personally offensive or threatening, impairs morale, or interferes with the educational environment of students and includes, but is not limited to, slurs, jokes, comments, teasing, and other offensive conduct relating to race, religion, color, sex, gender identity, sexual orientation, national origin, citizenship, or disability. Harassment also includes sexual harassment.

Examples of sexual harassment include, but are not limited to:

- Demanding sexual favors
- Requests for pictures of a sexual nature
- Taking, sending, or posting images of a sexual nature without consent
- Spreading lies or information about another individual's sexual activity
- Coercing sexual activity by threat of punishment or offer of reward
- Obscene or sexually suggestive graffiti
- Displaying or sending pornographic pictures or objects
- Offensive touching, pinching, grabbing, kissing or hugging
- Restraining someone's movement in a sexual way
- Sexual or lewd jokes, remarks, leering, whistling, brushing against the body, or other suggestive or insulting gestures or comments about another's body
- Intimidating or suggestive remarks about an individual's sexual orientation or gender identity, whether actual or implied

Examples of other forms of harassment based on race, religion, color, national origin, citizenship, or disability include, but are not limited to:

- Offensive, intimidating, or inappropriate comments, postings, or conduct relating to race, ethnicity, or color (using racial slurs, racial or ethnic jokes, comments, name calling based on race or ethnicity, etc.)
- Offensive, intimidating, or inappropriate comments, postings, or conduct teasing or joking about another person's disability, failure to speak English clearly, religious background, clothing, or beliefs, or similar behaviors.

Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. These behaviors can be carried out, physically (hitting, kicking, pushing), verbally (calling names, taunting, teasing, threatening, ridiculing, spreading rumors, etc.), electronically, sometimes called "cyber-bullying" (posting defamatory remarks or photos, sending threatening emails, creating fake profiles, taking over an account and posting as someone else), or through relational aggression (harming or threatening to harm relationships or

acceptance, friendship, or group inclusion) or emotional aggression (teasing, threatening, intimidating others).

For parents of younger children, these words are not always meaningful. Therefore, in explaining the concepts, you should stress that the School needs to know whenever anyone at School makes your child feel uncomfortable. In that regard, you should remind your child that it is not nice or permitted to call other students by mean names or to tease them in ways that are hurtful. It is also not nice or permitted to grab or touch another student's "private parts," to pull down another child's pants, to look up someone's dress, or to intentionally open the door on a student who is using the bathroom. You should explain that your child should not engage in these types of hurtful behaviors when your child talks, writes, draws, or plays with other children. We like to remind the students of the Golden Rule: "Treat others at the School the same way you would like to be treated."

Bullying or harassment can occur through any type of communications method, including face-to-face communications, phone, text, email, postings on social media (Facebook, Instagram, Snapchat GroupMe, etc.), camera phones, or other forms of technology. The communications can be direct or indirect, such as through friends or others. Any type of offensive conduct, whether on or off campus, on a school bus, online or at a School-related event, can create an uncomfortable school environment.

It is the responsibility of all members of the community to ensure that their words, actions, and interactions with others always reflect the intent to promote respect and trust. Attempts to justify behavior as a "prank" or "joke" do not change its harassing or bullying nature if the object of the joke or prank is not a willing participant. Whatever the basis for the harassment or bullying, it is prohibited.

All concerns relating to harassment or bullying should be reported immediately to the Dean of Students, Lower School Counselor, Head of Lower School, or their teacher. We also expect that anyone, whether student, faculty, staff or family member who witnesses, or has knowledge of an incident of bullying or harassment, will report the incident to the appropriate individual identified above. **Delays in reporting may compromise the School's ability to appropriately investigate.**

When the School administration becomes aware of harassment or bullying, the situation will be investigated. Any student found to have violated this policy will be subject to disciplinary action, including dismissal from the School for serious violations, even in the case of a single expression, act, or gesture. Conduct need not meet the legal definition of harassment or bullying to violate the School's expectations for appropriate behavior and be actionable. No adverse action will be taken against any person who makes a good faith report of harassment or bullying. Retaliation in any form against anyone for making a complaint under this policy or for participating in an investigation is strictly prohibited. Any retaliation should also be reported pursuant to this policy and is itself a cause for disciplinary action.

Hazing

Although we encourage students to participate in School-related athletics, clubs, associations, organizations and other groups, the School prohibits all forms of hazing. Hazing refers to any activity expected of a student to join or to continue membership or participation in any group where the activity produces or could be expected to produce mental, emotional or physical discomfort, injury, fright, degradation, humiliation, embarrassment, harassment, or ridicule to the student, regardless of the student's willingness or apparent willingness to participate. Hazing activities include, but are not limited to, acts of personal servitude (i.e., forced labor or service), sleep deprivation, restrictions on personal hygiene, yelling, swearing, insulting or demeaning verbal abuse, being forced to wear

embarrassing or humiliating attire, requiring certain haircuts or styles, consumption of vile or other non-food substances, consumption of alcohol, smearing of skin with vile substances, brandings, writing or marking on one's skin or clothes, physical beatings, paddling or other physical abuse, performing sexual simulation or sexual acts, stunts or dares that could result in physical injury or harm to a person's mental, emotional or social well-being, any act in violation of the law or School policy, and any other activity that could fall within the definition of hazing. If you think a particular activity could possibly be hazing, then it probably is. If you are not sure, then you need to contact the Dean of Students, Lower School Counselor, Head of Lower School, or their teacher. and ask.

A student violates this policy whenever the student engages, assists, or attempts to engage or assist in the planning or committing of any hazing activity, whether on or off School property. Each student is also responsible for immediately reporting any hazing activity or plans for any hazing activity to the Dean of Students, Lower School Counselor, Head of Lower School, or their teacher. The failure to make such a report is also a violation of this policy.

When the School administration becomes aware of any actual or planned hazing activity, the situation will be promptly investigated. Any student found to have violated this policy will be subject to disciplinary action, including dismissal from the School for serious violations. No adverse action will be taken against any person who makes a good faith report of hazing activity.

Contacting the School

It is critical that parents who have information about bullying behavior contact the School as soon as possible. Calling your son's teacher to share information is a recommended first step.

Parents may also contact the Dean of Students, or the Head of Lower School:

Mr. Jonathan Price
Lower School Dean of Students
610-642-3020 x1333
jprice@haverford.org

Mrs. Jenni Scoggin
Head of Lower School
610-642-3020 x1230
jscoggin@haverford.org

The Dean of Students will take the responsibility for investigating any unwelcome behavior reported by students, teachers or parents.

Disciplinary Action

All incidents of bullying will result in appropriate consequences at the discretion of the Head of the Lower School and the Dean of Students. Bullying, which is repetive and intentional harm, will result in a mandatory in-school suspension, and parent conference with additional consequences at the discretion of the Head of the Lower School.

Digital Citizenship

The Haverford Lower School Digital Responsible Use Policy for families to agree with our school policy will be sent home to be signed each Fall. If a boy is in 5th Grade there is an additional device form to sign for Chromebooks that travel between classrooms. Please click here to access the 5th Grade Chromebook Policy.

Beyond the Classroom

After-School/Enrichment Program

The Haverford School has partnered with ESF to provide boys with a safe and enriching afterschool program. Information for available enrichment programs, and information on extended after school care will be sent to families/caregivers from ESF in August, and again prior to the start of each new ESF session.

Lower School Events, Activities and Traditions

Birthday Parties

Birthdays are a special time for our students, and these celebrations are acknowledged in the classroom.. **We ask that parents do not send in treats as we cannot serve them to our students.**

Back to School Night

Early in the school year all parents/caregivers are invited to spend an informative evening at the Lower School. Parents/caregivers are strongly encouraged to attend Back to School Night, as it provides families with the opportunity to meet teachers and administrators, hear an overview of community, academic and/or extracurricular programming, and spend time with fellow members of the Haverford community.

Parents Connecting to the Classroom

Fords Show & Shine There is meaningful and important work happening in our classrooms each and every day. This fall, we are excited to invite you to take a glimpse into your son's start of the day through our **Ford Show & Shine** events. Each grade level will host a morning open house for parents, offering a unique opportunity to experience the start of the school day through your son's eyes.

You'll join us in the classroom to observe the morning routine, explore the learning environment, and gain insight into the rhythms, relationships, and routines that shape your son's school experience. It's a special window into the moments that often go unseen but play a powerful role in his growth.

After the classroom visit, we invite you to stay for coffee, light refreshments, and conversation with Mrs. Scoggin and fellow parents.

Family Breakfasts In the second part of the year, we are excited to host each family in a Student and Family Breakfast to celebrate and gather together around a special learning event in the classroom. We will also use these special gatherings to provide a brief sharing about an important topic connected to our Lower School program for the parents in attendance.

Throughout the year, your son's teachers will share the dates for upcoming grade-level breakfasts, and you will also receive these details in my regular Lower School communications.

Field Trips

We take multiple field trips and reward trips throughout the school year. Each boy must have a completed permission form giving parents permission for your son to attend all trips assigned for his grade level for the entire upcoming school year.

Prior to each field trip, a letter will be emailed to the email address you have provided explaining the purpose, destination, and details of the trip. The "one time" permission form will alleviate the need for you to sign permission for each trip. At any time you may also deny permission for your son to attend any individual trip by submitting a note to one of your son's teachers in writing.

- Transportation will be provided by school bus with members of the faculty.
- REMEMBER, if lunch is required, please, no glass, peanut or tree nut products.

The Haverford School Conservatory

As a convenience to families, students can arrange for music lessons through The Haverford School Conservatory. The Conservatory offers private instruction with excellent teachers in violin, viola, cello, piano, trumpet, trombone, clarinet, saxophone, flute, piano, and classical guitar. Lessons are given weekly before school, after school or during Specials classes only during the school day (students are not permitted to miss core classes for private music lessons). Beginning Suzuki violin and cello group classes are offered in pre-kindergarten through second grade. Periodically, the boys participate in recitals, ensembles, and assembly programs. *If you would like further information, please visit the Conservatory page on Haverford's website*.

Musical Performances

Throughout the school year, boys in second through fifth grades will have the opportunity to perform in vocal and/or instrumental concerts. Performance attire for Haverford's ensembles is khaki slacks, white long-sleeved shirts, dress shoes, dark socks, and a belt. A Haverford striped bow tie will be provided for the boys unless otherwise noted by their teacher. The school tie may be purchased at the Haverford School Café.

The Library

The Lower School Library has a collection of almost 10,000 volumes. All Lower School boys come to the library once a week for stories and lessons. In addition to exposing the boys to various authors, topics and genres, our robust library program also includes lessons on digital citizenship, character development, and coding skills. Additionally, our Librarian works in collaboration with the classroom teachers to support and expand on skills and topics being taught in the classroom.

More information on our Library, as well as access to a plethora of online resources can be found on the Tabas Library website.

Lower School Library Volunteers

We are looking for parent volunteers to help re-shelve library books before or after school hours. This is a great way to support our school community and help keep our library organized and running smoothly!

If you're available to lend a hand, you can sign up before or on Back to School Night. Volunteers will meet in the library for a brief training session to get familiar with the shelving system.

Opportunities to volunteer:

- Before school 7:45 to 8:30am
- After school 3:00 to 3:45pm

No prior experience is necessary—just a love of books and a willingness to help!

Student Support

Student Support Overview

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

Instructional Specialist The Lower School has support specialists available for students. Referrals to Instructional Specialists may be made by teachers, or other members of the support staff.

Grade-Level Faculty Meetings One meeting per 8-day rotation is held by teachers of each grade level to discuss curriculum outcomes and identify opportunities for support and enrichment for all students in both academic or behavioral areas.

Learning Support Center

In the Learning and Support Center, our mission is to support student success by providing a team of instructional specialists in all three divisions who are available within classrooms and in designated spaces on campus. We work directly with individual or small groups of students and collaborate with teachers to improve student outcomes. Our goal is to create a supportive learning environment that empowers students to achieve their full potential.

MEET THE LOWER SCHOOL STUDENT SUPPORT TEAM

Ms. Joy Barrett
School Counselor, LS/MS
610-642-3020, x1221
jbarrett@haverford.org

Mr. Jonathan Price
Dean of Students, Lower School
610-642-3020, x1333
jprice@haverford.org

Ms. Nichole Pugliese
Director of The Enrichment and Learning Center
610-642-3020, x1283
npugliese@haverford.org

Dr. Carol Ann Luongo
Director of Lower School Learning and Support
610-642-3020, x1414
cluongo@haverford.org

Mrs. Maura Duxbury
PreK-1 Instructional Specialist
610-642-3020, x1321
mduxbury@haverford.org

Ms. Jackie Cellucci
2-4 Grade Instructional Specialist
610-642-3020, x1211
jcellucci@haverford.org

Mrs. Jenni Scoggin
Head of Lower School
610-642-3020, x1230
jscoggin@haverford.org

Home-School Partnership & Parent Involvement

Home-School Partnership

You have joined an important partnership between The Haverford School, and your family's engagement with teachers, faculty, and staff at The Haverford will help to provide the finest possible education for your son. The following 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.

Communication Pathways

Who to call about what?
Please start with our main office number **610-642-3020 x1232** or email **Teresa Touey** ttouey@haverford.org. This chart lists a variety of situations that can arise during the year and may help you find the best **first point of contact** at school in the event you do not know where to begin.

Situation	Teacher	LS Office	School Counselor	School Nurse	Building Admin
Concern or conflict with teacher or other staff member*	X				X
School-related incidents of bullying or harassment	X		X		X
Concern about school work/student progress	X				
Concern about behavior/disciplinary issue in class	X				
Social concerns/unhappy at school	X		X		
Illness or injury requiring multiple days of absence (lsattendance@haverford.org will reach both the LS office admin and school nurse)	X	X		X	
Home situation that may impact school (e.g., death of a family member, pet, parent separation, etc.)	X		X		

**When an issue arises that affects a student in the Lower School, parents/guardians are strongly encouraged to communicate first with the teacher or faculty member(s) directly involved (normally a child's advisor or teacher). If, after working with that teacher or faculty member, the concern is unresolved, parents/guardians may then communicate with the Head of the Lower School. The Head of School would be a final contact.*

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

Back to School Night Within the first month of school, a Back to School Night is held during which parents hear from the Head of Lower School and from their son's homeroom teacher. This evening gives parents a sense of the goals and expectations that each teacher holds for their sons.

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

Report Cards and Comments Students receive a report card at the end of each trimester.

Phone Calls, e-mail, Conferences. Calls from teachers to parents, or from parents to teachers, are advisable whenever one or the other sees them as necessary. Teachers will return phone calls within 24 hours Monday through Friday. We encourage parents to also e-mail as an effective method of communication with teachers. However, if the subject matter would be better suited to a face-to-face, please contact the teacher to arrange a time.

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

HSPA - Haverford School Parent Association

Every parent is automatically a member of the HSPA.

The purpose of the HSPA is to foster a positive spirit within The Haverford School family, to provide financial support to The Haverford School and to assist The Haverford School in its efforts to provide educational facilities and opportunities and assistance to its students.

The HSPA is where parents go to be a part of this wonderful community. As parents at The Haverford School we all start with one important common bond - we are all parents of boys! From this bond meaningful and long-lasting friendships grow each and every day.

There are countless ways to get involved. No amount of time is too little. Please read the lyweekly HSPA Notes sent via email every Wednesday to stay informed of all HSPA current events.

Want to Learn more? Please contact our Director of Parent Programs, Dorothy Schade P'22,'24.'27. dschade@haverford.org. Or visit the HSPA pages on our website - https://www.haverford.org/parents/hspa

ADDITIONAL LOWER SCHOOL POLICIES

This is not an exhaustive list of school policies, but rather an overview of those that are referred to in this handbook. A more comprehensive list of school policies can be found on the School's Handbooks, Policies and Forms webpage.