Student/Parent Handbook
2016-2017

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www.hawken.edu

Information Sources for School Closings
Hawken Weather Line: 440-423-2971
Hawken Website: www.hawken.edu
i-Alert: www.wkyc.com/iAlert
TV Stations: Channels 3, 5, 8, 23, 19, 43
Radio Stations: 640 AM (WHLO), 1100 AM (WTAM),
96.5 FM (WAKS), 98.1 FM (WKDD), 99.5 FM (WGER),
105.7 FM (WMJI), 106.5 FM (WMVX)
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**Our Purpose**

Forward-focused preparation for the real world through the development of character and intellect

**Our Promise**

Hawken School prepares students to navigate a complex and dynamic world with self-confidence and determination; embrace challenges with disciplined analysis and creativity; and engage others with empathy and integrity.

**Our Principles**

1. We truly know our students as learners and individuals.
2. We pay purposeful attention to the development of character, helping students understand Hawken’s motto of “fair play,” and its founder’s call to find their “better selves.”
3. We consider developing the intellect to be a critical part of developing character and, as such, we expect the highest levels of academic excellence from our students.
4. We orient our program with a primacy toward the development of essential skills beyond the acquisition of specific knowledge.
5. We use classroom methods that place the student at the center of learning. We teach children to make choices, manage their time, think critically and creatively, and develop ownership for their learning.
6. We believe students find energy and passion through engagement, and we expect them to participate and contribute meaningfully in an array of activities outside of the classroom.
7. We believe in the power of community, and foster connections through teamwork, partnerships, and shared experiences.
8. We appreciate difference and individuality, and embrace diversity in our community.
9. We believe students need authentic experience in the real world to make meaning from knowledge. Nature, Cleveland, and the global community are extensions of our classrooms.
10. We believe that to provide the most relevant education possible, our faculty and administrators must be learning continually about educational best practices, advances in technology, and developments in the world.

Reaffirmed by the Hawken School Board of Trustees, March 5, 2015
Parents Working with Schools

Parents work together to create and sustain effective partnerships. The following principles of good practice describe the respective roles and responsibilities of both partners.

**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.
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.

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**School-Wide Notices**

The information in this Handbook is meant to serve as a guide for students, parents and faculty. Under unique circumstances, the administration may choose a course of action that is different from the ones stated. Moreover, as part of the School’s ongoing review of policies and procedures, changes to these guidelines could take place during the course of the school year. In such instances, the administration will attempt to communicate any changes as appropriate.

**E-mail Protocols**

E-mail can be a time saver, but we need to ensure that we don’t attempt to have complex conversations by e-mail. Short, typed messages that replace longer phone calls are helpful and efficient, especially when they convey needed information or ask a simple question. If the subject matter is complex, a phone call or a face-to-face conversation is more appropriate. Time-sensitive or emotionally charged matters should not be handled via e-mail. In such cases, please speak directly with the most appropriate person as soon as possible regarding any time-sensitive matter. Note:

- Pay attention to whom your e-mails are going by checking the To:, CC: and BCC: lines before you click on send; use the “reply to all” button only when it needs to go to all.
- Give a brief detailed title to your e-mail. Never use “Hi,” “Read this,” or anything else that sounds like spam in the title, and do not leave the subject line empty. Such messages may be rejected by Hawken’s anti-spam software. Describe attachments in the body of your e-mail, i.e. “I have attached Bob’s history paper for your review.”
- All student work should be delivered to the teacher in person.

**Harassment Policy**

Hawken is committed to creating and maintaining a learning environment where all individuals are treated with respect and dignity. Each member of the community has the right to learn or work in an environment free of harassment. Accordingly, Hawken will not tolerate harassment of any member of the School community in person or electronically, and will make every effort to maintain a community free from unlawful harassment. Hawken expects all persons associated with the School to conduct themselves at all times in this spirit.

Harassment on the basis of gender, race, national origin, religion, disability, sexual orientation, and age is prohibited and includes such conduct as slurs, jokes, or other verbal, physical or visual attacks. Prohibited sexual harassment includes unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature – all of which adversely affect the educational environment.

In order for Hawken to enforce this policy effectively and to take prompt, corrective measures as appropriate, it is essential that any and all incidents of harassment be reported promptly to the “Designated Persons” who will be listed annually on each campus. Faculty or staff who receive a complaint of harassment or who become aware of harassment must immediately report the complaint or the harassment to one of these “Designated Persons.”

**Equal Opportunity Employment Policy**

Hawken School is an equal opportunity employer dedicated to promoting cultural diversity in the workplace and encourages applications from all qualified individuals.

Parents Working with Schools/Schools Working with Parents

Hawken School follows the National Association of Independent Schools’ Principles of Good Practices as stated below. These guidelines and more can also be found at www.nais.org.

Parents and independent schools work together to create and sustain effective partnerships. The following principles of good practice describe the respective roles and responsibilities of both partners.

**Parents Working with Schools**

8. The school actively seeks the knowledge it needs to work effectively with a diverse parent body.

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.
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.
The Administrative Council is the core group of administrative leaders representing the various departments within Hawken School. The Council, chaired by the Head of School, meets on a regular basis to form policy and establish short- and long-term goals for the School.

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Hawken School Board of Trustees

Hawken School is governed by its Board of Trustees, which has ultimate authority over all school decisions and policies.

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Academic Programs and Related Information

Daily Schedule
Adult supervision for Lower School students begins at 7:45 a.m. All students who arrive at school between 7:45 a.m. and 8:00 a.m. wait in supervised spaces. At 8:00 a.m. students are dismissed to their classrooms. Students should arrive no later than 8:00 a.m. to begin their day. Children who arrive before 7:45 a.m. will be sent to the Early Care program.

Daily schedules are as follows:

- **Preschool 3-day program**: 8:30 a.m. – 11:00 a.m. Monday–Wednesday
- **Preschool 5-day program**: 8:30 a.m. – 11:00 a.m. Daily
- **Lunch and afternoon enrichment**: 11:10 a.m. – 2:50 p.m.

- **Pre-Kindergarten**: 8:30 a.m. – 11:30 a.m. Daily
- **Lunch and afternoon enrichment**: 11:40 a.m. – 2:50 p.m.

- **Kindergarten**: 8:00 a.m. – 3:10 p.m. Daily
- **Grades 1-5**: 8:00 a.m. – 3:10 p.m. Daily

After school enrichment classes and intramurals are available for children in pre-kindergarten through fifth grades. Childcare is available for students in grades PS – 5 from 3:10-6:00 p.m.

Passport and Extended Day Programs

**The Passport Program** provides meaningful and enriching activities in the hours immediately following the normal school day. Activities offered under the tutelage of professionals in their fields invite creativity, imagination, challenge, physical development and relaxation for students of varying developmental ages, multiple intelligences, and learning styles.

Specific details are provided electronically from the Director of Auxiliary Programs.

**Early Care** is available to families beginning at 7:00 a.m., Monday through Friday. Care is offered to children in preschool through fifth grade. Any children arriving before 7:45 a.m. will be checked into Early Care and supervised until 8:00 a.m. when they will be dismissed to their classrooms. The cost is $9.00. Younger children (PS-K) will be walked to their classrooms; children in grades 1-5 will be released to their respective classrooms at 8:00 a.m.

**After Care** is offered for children in grades preschool through fifth grade Monday through Friday, from 3:00 to 6:00 p.m. The cost is $9.00 an hour. In addition to engaging in games, projects and outdoor play, children will be provided with a snack. Children in second through fifth grade will be provided with a quiet space to complete homework when necessary.

- Students who are collected after 6:00 p.m. will be billed at a rate of $1.00 per minute. Parents/guardians who are habitually late collecting children will be asked to meet with Division Director and/or the Director of Auxiliary Programs to discuss possible consequences.

Physical Education

Students are expected to participate in all scheduled recesses, physical education classes and athletic periods unless there is a written excuse signed by parents or a doctor. This is given to the student’s homeroom teacher (kindergarten - grade 3) or the physical education instructors (grades four and five). If a student is excused from one of the above activities, the School will not allow participation in the others. One exception is an ear infection that may prohibit swimming, but would not prevent participation in other physical activities.

**Clothing and Equipment**

All students in grades 4 and 5 are expected to wear the appropriate PE uniform for athletics and physical education classes. Red, gray or black shorts; red or gray shirt; red or gray sweatpants and sweatshirt; socks, swimming suit, and athletic shoes are required. Students must have proper clothing to participate in physical education and athletics. Please use an indelible marker.
to place the student’s name on the front of every piece of athletic clothing. If sports equipment is brought from home, it should be similarly marked. All clothing and equipment should be cleaned each Friday and returned on Monday.

Hawken will provide a clean towel daily to students in fourth and fifth-grade physical education classes, to students in kindergarten through fifth-grade swimming classes, and to students participating in athletic period activities.

Students in grades 4 and 5 must provide a combination lock for their athletic lockers. Students should keep their athletic lockers locked at all times.

The School provides all the necessary equipment for our physical education and athletic program. Students do not need to bring any of their own sports equipment to school.

Viking-Cyclops (Grades 4 and 5) Competition
The Vikings and Cyclops are athletic societies to which each fourth and fifth grade student belongs. Upon entering these grades as a new student, the student is assigned to one society by the physical education teachers. If any previous family member has ever been a member of one society, the student is assigned automatically to that group. Other students are assigned to achieve a balance of athletic ability, leadership potential and grade level.

Books and Supplies
Hawken School supplies all books, equipment and materials that the student needs for all grades. Exceptions include students providing athletic clothes (see above) and replacing lost books and/or equipment when necessary.

Parent Teacher Communication
One of the hallmarks of an independent school community is the respectful and meaningful relationship between parents and teachers. When concerns arise, it is important to maintain open lines of communication so that issues can be addressed and resolved promptly:

1. First, speak with the homeroom teacher/advisor or special area teacher;
2. If resolution cannot be reached, bring your concerns to the Early Childhood Director (for PS, PK, and K) or the Lower School Director (for grades 1-5).

Meetings with the administration may also include teachers, members of the Learning Enhancement Team and, on occasion, students. Students, parents and teachers benefit when questions and concerns are addressed in a timely manner.

Parent Conferences
Ongoing communication is essential so that parents and teachers can work together toward the progress of each child. Parents will be able to access the eContinuum in the Fall and Spring. Portfolios and a collection of work samples are shared in a student participation conference at the end of the school year and in the winter for fifth grade students.

Parent teacher conferences are scheduled for the dates below. Parental attendance and participation in these conferences during the scheduled times supports the learning process for all.

- Thursday, October 27 and Friday, October 28
- Thursday, February 2 and Friday, February 3
- Thursday, June 1 and Friday June 2 – Student participation required

Additional individual conferences are scheduled whenever the School or the family feels the need to meet. These conferences may include classroom or special area teachers, the School Psychologist, members of the Learning Enhancement Team, the Director or Assistant Director and, in some situations, the student.

Homework
Homework is a developmentally appropriate activity, which can strengthen and extend learning in school and help connect the home and school environments. Information regarding purposes, examples and time guidelines appropriate for each grade level follows. It is important to remember that these are guidelines; individual differences must be considered with
regard to work habits and pace.

*Preschool, Prekindergarten, Kindergarten and First Grade*
Homework is not given in preschool through kindergarten. In first grade, five to 10 minutes of homework may be given occasionally as a supplement to the daily activities at school.

*Second and Third Grade*
Word study practice continues at both school and home. Math facts practice at home also begins to occur. Other assignments during the week reinforce skills, extend concepts, develop responsibility, promote good work habits, and bridge the connection between home and school.

*Fourth and Fifth Grades*
Homework is assigned to develop responsibility, organizational skills and study habits. Fourth and fifth graders should practice their musical instruments 15 minutes daily. In fourth and fifth grade, the time requirement for homework in the academic subjects can vary but should not extend beyond one hour for fourth grade and not beyond 90 minutes for fifth grade. Fifth grade students may need to complete homework assignments on weekends. If children are consistently working longer than the time suggested by these guidelines, parents should contact the homeroom teacher to discuss the situation.

The Lower School faculty encourages all children to read daily for pleasure. This is not considered part of homework assignments. Children can fulfill this at home by reading independently, reading aloud to someone, and being read to by an adult. This activity requires 15-30 minutes, depending on the age and ability level.

*Library Policy*
Lower School students are encouraged to borrow books at their regularly scheduled library times. Students may also come to the Library at any time to exchange books for new selections. Children are responsible for the items they check out and may keep library materials for two weeks with one additional renewal. For overdue materials, children receive printed reminders at school, with a follow up phone call or email to the family. If a book is lost, families will be billed for the cost of replacement. There are no fines.

Gift books are a meaningful way to recognize special occasions in your child's life such as a birthday, holiday or graduation. A selection of books from which to choose is on display in the Library. Gift books are a significant means of enhancing the Lyndhurst Library collection. The donation for a gift book is $15.00.

*Learning Enhancement Services*
The Learning Enhancement Team on the Lyndhurst campus is composed of a psychologist, learning specialists, a speech/language pathologist and a director who work in close concert with classroom teachers to enhance the educational experience for students in the Lower School. Hawken’s talented students have diverse skills, interests, personalities and learning styles. Members of the Learning Enhancement Team provide services to students who may require or will benefit from academic support and/or enrichment in specific subjects. Time management, organizational and/or broad study skills support is also provided. Further, our experienced psychologist works with all constituents—students, parents, faculty and administrators—to address developmental or clinical issues, including psychological or mental health concerns, crisis intervention or relationship challenges.

*Assessment*
A variety of standardized tests are administered in the Lower School. The results inform classroom instruction and measure achievement over time. They include:

- Early literacy-language assessments for students in prekindergarten, kindergarten, first and second grade;
- Mathematical diagnostic assessments for students in grades three through five;
- A comprehensive standardized test that measures school achievement verbal and quantitative reasoning for students in grades three through five.

These assessments add to our understanding of a child’s learning profile and provide an opportunity for the School to measure success with the curriculum that is being taught. All results are viewed and processed internally; some results are also
applicable and appropriate to share with external audiences; in these cases parents are informed of outcomes. Parents can request a conference with the classroom teacher, administrators and/or the Learning Enhancement Team to discuss test results.

Promotion from Grade to Grade
Promotion is determined by the members of the faculty who have taught the student and is subject to the approval of the administration.

As a school, Hawken recognizes that children are unique individuals with varying abilities and learning styles. As all children who are admitted to Hawken have the apparent ability to develop within its program, all Hawken students are expected to progress from grade to grade. However, when a student is no longer progressing satisfactorily, the student’s family may be counseled to enroll the student in another more suitable learning environment.

Student Life

Attendance
Students are expected to attend school daily. Hawken School considers the time spent in class essential to the learning process. Excused absences include personal illness, emergency medical or dental appointments, religious holidays or special family circumstances.

If your child will not be in school, it is important that you report this to the Lower School office before 8:30 a.m. If your child becomes ill during the school day and needs to go home, he/she will report to the Clinic. The nurse will contact the parent and facilitate departure from school. In the event of an emergency in which the School needs to contact a student’s family, only a member of the Hawken faculty or staff will make this contact. It is also of critical importance that the School has the telephone number of the caregiver when parents are out of town.

Hawken School offers a generous vacation schedule. Parents are expected to honor the academic calendar; families should not plan vacations that interfere with a student’s attendance at school or participation in other school obligations such as parent-teacher conferences. A large part of a student’s continues success at Hawken School depends on active participation in class discussions, demonstrations and group. Excessive absences can have a detrimental effect on this learning. Teachers cannot be expected to prepare work prior to an extended absence. Families may need to work with their students after an unexcused absence to make up missed work or assignments.

Additionally, if the School becomes concerned that absences are compromising academic success, a meeting will be scheduled for the family and director to discuss how we can support the student and family moving forward.

Dismissal
The Lower School Office needs detailed information in writing regarding daily transportation changes. If a parent needs to make a transportation change unexpectedly, please phone the Lower School Office before 2:00 p.m. Students are not permitted to ride on buses other than their own without a written note to that effect signed by the hosting parent. This is a requirement that bus drivers will enforce. Permission, in writing, is also required for all transportation changes outside of those outlined on the dismissal information form.

There will be no parking at any time in the carpool lane in front of Hurwitz Hall. PLEASE ADHERE TO THE EXPECTATIONS FOR SAFE DRIVING WHEN DROPPING OFF OR PICKING UP YOUR STUDENT(S). CELL PHONES MAY NOT BE USED WHEN YOU ARE DRIVING ON CAMPUS. THIS IS A POTENTIAL SAFETY HAZARD FOR OUR CHILDREN. Students will be signed into the Extended Day program when they have missed their buses or when parents arrive later than 3:30 p.m.

Lunches and Snacks
Snacks are provided for all grade levels during the school day.
Preschool and Prekindergarten students eat lunch in the Early Childhood dining room space. Students in grades K-5 eat in the Hochstetler dining room. All are expected to demonstrate good table manners. Parents are welcome to join their children for lunch and should call the Lower School Office to make the appropriate arrangements.

All students participate in the school lunch program. We make every effort to maintain a nut and peanut-free environment. Children may bring a lunch from home when specific medical needs are present (although the lunch fee is still assessed). Under these circumstances, a signed doctor’s note must be on record in the divisional and the clinic offices. Certain foods, such as soda pop and candy, are not permitted in packed lunches; the Lower School office can provide additional information. When children are observing religious holidays, they may bring a packed lunch to school at the discretion of the family.

Transportation
Students on the Lyndhurst Campus travel to and from school by Hawken transportation, public school buses, private car pools or with their parents.

- Hawken transports approximately 25% of its student body and offers three types of services: door-to-door, central point and campus-to-campus shuttles. For details and fee schedule, contact Joyce Brinkerhoff at (440) 423-2071.
- Public schools that are within 30-minutes driving time may provide free busing to and from Hawken, or they may offer reimbursement in lieu of transportation. To obtain information about public school busing or reimbursement, please contact your local board of education.
- The State of Ohio requires that school bus safety be a joint responsibility of the parent, school and rider. Whether riding a Hawken vehicle or public school bus, students are under the authority of and directly responsible to the bus driver. Violation of safety rules and/or social responsibility may result in temporary or permanent suspension of bus privileges.

Electronic Equipment and Games
Electronic equipment or games such as personal audio/video equipment (i.e. iPads) are not permitted during the school day. Cell phone use is not permitted during the school day. Parents should note that these items will be collected and returned to students at the end of the day if they are used inappropriately. Subsequent violations may result in a parent having to collect the item from the Division Director.

Dress Code
In order to keep the focus on academics, not fads or style, we expect that our students will wear clothing that is neat, clean and non-distracting. The style should be appropriate to the age of the child. Students in the Lower School need to be active participants in all facets of the program and should therefore make clothing choices that enable movement and activity. These choices should not be play clothes but choices that ensure modesty and allow a student a full range of motion.

Examples of Appropriate Dress
- Pants, shorts, dresses or skirts (no shorter than mid-thigh length). Examples include khakis, cargo and corduroy. Please note that denim is not an appropriate option.
- Shirts with logos no larger than a fist, with or without a collar. Shirts should be tucked in if so designed.
- Closed toe shoes and socks must be worn at all times.

Examples of Inappropriate Dress
- Recreational attire such as team jackets, sweatpants, sweatshirts, t-shirts and running shorts
- Military/camouflage attire
- Pajamas
- Denim
- Clothing with holes, tears or frays
- Halter/tank tops
- Any clothing with spaghetti straps
- Shirts with logos or writing larger than the size of a fist
- Hooded clothing of any kind
- Bare midriffs
• Clogs, sandals, and crocs
• Shoes with a high heel
• Hats are not to be worn inside

Please Note
When in question about appropriate dress, the Lower School Director will have the final say. If a student is in violation, a parent may be called to bring appropriate clothes.

Seasonal Dress
Outdoor recess is encouraged throughout the school year. Recess takes place on most days except when there is inclement weather and/or temperatures are below 0 degrees. Students in preschool through third grade must have snow pants and boots at school daily from the first snowfall until the snow clothes are sent home.

Dress Down Days
Dress Down Days are held every Red Monday and periodically throughout the school year. Students are permitted to wear denim jeans, shirts with writing on them, and team logo apparel on these days. Dress down days can be scheduled just for fun and participation is optional. Spirit Days are held as well, and Red Mondays are an example of these. Children show their Hawken spirit by wearing red and gray and/or Hawken apparel.

Labeling
All clothing and equipment should be marked clearly with each student's name. All unclaimed clothing will be given to an agency of the Lower School Director's choice periodically throughout the school year.

Opportunities for Special Dress
On some field trips boys are expected to wear a jacket and tie; girls are expected to wear dresses, skirts and blouses, or dress pants. If the trip includes an outdoor activity, appropriate dress will be important. Teachers will advise parents about these requirements in advance. Music performances may require special dress as well.

Expectations and Rules
One of the most important goals of the Lower School is to create an environment in which children feel psychologically and physically safe. With that in mind, faculty and administrators carefully consider ways in which our classroom communities can support protocols that recognize the need for each student to be known and valued as an individual and a member of the group. At the beginning of each school year, teachers invite students to articulate their hopes and dreams and participate in the process of developing age appropriate expectations or rules for the community.

Careful consideration is given to the balance between the social and academic curricula. In addition, teachers encourage class members to recognize the importance of having a collective responsibility for taking care of one another in the group, in addition to being accountable for individual behaviors. Specific social skills, articulated by the Responsive Classroom Method, are addressed and woven into the fabric of each school day. These include: assertion, cooperation, empathy, responsibility and self-control (Responsive Classroom: Level 1 Workbook, Northeast Foundation for Children, 2004).

Jane Nelsen, in her 1996 book Positive Discipline, writes, “The goal of all behavior is to achieve belonging and significance within the social environment. Misbehavior is based on a mistaken belief about how to achieve belonging and significance.” When mistakes are made, teachers and students come together to gain understanding of the transaction or incident and work toward positive change. Administrators and faculty in the Lower School incorporate multiple strategies for developing appropriate social behavior. They are housed in two general categories, including proactive and reactive discipline.

Ruth Charney (Teaching Children to Care, 2002) describes proactive discipline as including:
• Modeling
• Practicing
• Setting classroom rules
• Use of respectful and encouraging teacher language
• Guided discovery of materials and equipment
• Use of language that reinforces and reminds
Reactive discipline may include:

- Use of redirecting language
- Logical Consequences
  - Loss of privilege
  - Time out
  - You break it, you fix it
  - Apology of action
- Social conferencing with teacher guidance
- Conflict resolution with individual students

At rare times, there are incidents or behaviors that are extreme and/or repetitive which may persist despite the use of thoughtful and consistent consequences. When these behaviors occur, actions for resolution could include:

- Conversations with the Lower School Director and/or Assistant Director
- Written communication, generated by student to parents
- Time out in an administrator's office
- Removal from the classroom for a set period of time
- Removal from school for a set period of time
- Plan for re-entry

Learning communities need rules, and when children have an opportunity to participate in the establishment of them, they are more apt to share the responsibility for their personal behavior as well as the behavioral expectations of the group. This is an important step toward children demonstrating appropriate social behavior. With clear processes for behavior management and open communication between students and adults, we work toward a safe environment that supports and promotes the academic and emotional growth of each child.

Suspension and Expulsion

See page 53. Please note that section #6 does not apply in the Lower School. However, students who have been suspended will be responsible for the missed work. It must be completed and submitted by the return date. Missed tests must be made up on the return date or at a time that is mutually agreed upon by the family and School.

Health Services Clinic

A registered nurse staffs the School Clinic from 8:30 a.m. to 4:00 p.m. daily. At the beginning of each school year, the School must receive a revised medication form, completed and signed by parent and physician, for all students who require medication during school hours. This applies to prescription and non-prescription drugs including Tylenol and to students carrying inhalers. The medication is to be taken to the Health Clinic and must be in a prescribed container including student's name, name of medication, dosage, time to be given and method of administration. The Nurse is responsible for dispensing medication; this takes place in the Clinic.

If your child has been diagnosed with a communicable disease (e.g. head lice, chicken pox, strep throat or impetigo), keep him/her home until the doctor clears your child for return to school. Please notify the Lower School Office (440-423-2037) or the School Nurse (440-423-2100) immediately so that letters may be sent home to your child's class.

Please observe the following cues to know when to keep your child home from school:

- **Head Lice** – Keep home until child has been treated and is nit free;
- **Conjunctivitis** - Keep home until child has been on antibiotics for 24 hours;
- **Coughing** - Keep home if there is a persistent, disruptive cough;
- **Diarrhea** - Keep home for 24 hours after diarrhea has ceased without medication;
- **Fever** - Keep home if fever is 100 degrees or higher, or below 100 degrees for 24 hours without medication;
- **Strep Throat/Scarlet Fever** - Keep home until child has been on antibiotics for 24 hours;
- **Vomiting** - Keep home until vomiting has ceased for 24 hours without medication.

Please contact the School Nurse for further details.
Student Health Information Requirements
Health forms are available online for students in the Early Childhood classes through grade five. All forms can be completed online with the exception of the Physical Form and the Medications Form, both of which must be completed by your child’s physician, and should be returned to the School before classes begin in August. If there are any special medical situations that are not included on the standard form, please add a brief explanatory note.

Emergency Forms
All parents must complete an online Emergency Form for each child at Hawken, which gives the School specific instructions about whom to call and what action to take when we are unable to reach either parent. Please notify the Clinic if any of the information on the emergency form changes during the year, such as a new work number. Teachers bring emergency forms on all field trips.

Security
Hawken School attempts to provide a secure environment as is reasonably possible for your child. On the Lyndhurst campus, there are three points of entry: Lincoln Hall, Bolton Hall, and Hurwitz Hall. Video cameras record the activity on a daily basis. Bolton Hall, Lincoln Hall, and Hurwitz Hall are locked and accessible through a buzz-in system. At all entry points, sign-in/sign-out procedures are in effect and visitors are expected to wear name badges as they move throughout the building. The sign-in and badge system is not necessary when major assemblies, concerts or divisional events occur during the school day. Lower School students are encouraged to enter the building through Hurwitz Hall at the beginning of each day.

The buildings are locked from 8:30 a.m. - 3:00 p.m. After the 3:10 p.m. dismissal, the buildings are open and accessible for the many athletic teams that visit our campus on a daily basis.

Holidays
Hawken School is a secular school that does not officially recognize any one religion. However, knowledge and understanding of a variety of religious beliefs and practices are part of the educational process. The School will provide assemblies and special programs to increase student understanding of the various cultural and religious beliefs represented in our student body. Parents are encouraged to participate in and offer support for such programs. Please contact the Lower School Director for additional information.

Parent Volunteers
Parents are always welcome at Hawken, and there are some parents who find that they can make a commitment to be at school on a regular schedule. These parents help in a variety of ways, including reading to the children, working in the Publishing Center and shelving books in our library. Volunteers are utilized most frequently in our Early Childhood rooms and, as children become more independent, in developmentally appropriate ways in our lower and upper elementary grade levels. Parent volunteers should check in at the Lower School Office as they enter and exit the building.

Telephones
Please complete all after-school arrangements prior to your child’s arrival at school. When necessary, messages to children in the Lower School can be transmitted through the Lower School Office. If an urgent need to contact home arises, children may seek permission from an adult to use an office phone. Students may not use the phones to call home to seek permission for a play date.

Visitors
Parents have a standing invitation to visit at any time. Visits may be arranged by calling the Lower School Office. Because the last two or three weeks of the school year include many special activities in addition to regular class work, we discourage visits after mid-May. Upon arrival, visitors should check in at the Lower School Office.

Special Events
Assemblies
Lower School students in grades one through five attend assemblies in the Chapel every other Monday from 9:00 – 9:30 a.m. Students in the Nido participate in Nido Assemblies. These are scheduled on a rotating basis and are conducted on the Nido
stage for students in our early childhood years. The children take turns providing the programs, which usually have a dramatic or musical format with a connection to curricular content. In addition, Lower School students participate in musical performances throughout the year where they perform musical items for members of the parent community. These events are scheduled annually and dates and times for specific grade levels can be found on the Hawken calendar.

Birthdays
Setting time aside for each child’s birthday is a usual classroom practice, and it is our desire to make your child’s day special while maintaining a low-key atmosphere. It is important that you liaise with the homeroom teacher in advance of your child’s birthday to ensure the time and day are appropriate. Please do not send balloons or have gifts delivered to school. Children may bring healthy snacks to share with the class. Remember to send cups and whatever utensils are needed. Please be mindful of food allergies and make every effort to ensure a nut and peanut-free environment for our students.

When organizing private parties outside of school, we respectfully ask that all invitations for such parties be sent through the mail or handled by email or telephone at home. All transportation arrangements must be managed outside of school as well in order to minimize hurt feelings and classroom disruptions.

Parents Night
Parents are invited to visit their children’s classrooms, meet their teachers, and learn about the academic and athletic program in the Lower School. Parents’ Night will be Thursday, September 11 for grades PS-5.
D. Scott Looney, Head of School
(440) 423-2925; 423-4446, Ext. 212; sloon@hawken.edu
Overall coordination of educational program, Preschool-12
Financial management
Community relations
Liaison between School and Board of Trustees

Garet Libbey, Assistant Head of School, Lyndhurst Campus
(440) 423-2092; glibb@hawken.edu
Program on Lyndhurst Campus
Curriculum and Instruction on Lyndhurst Campus
Personnel on Lyndhurst Campus

Michelle Harris, Interim Director of the Middle School
(440) 423-2933; mharr@hawken.edu
Policy and Procedures
Student Life & Advisory
Academic Accountability
Parent Partnerships
Curriculum and Scheduling

Anna Delia, Interim Assistant Director of the Middle School
(440) 423-4446; adelia@hawken.edu
Program: Service, Insights, Doorways
Curriculum
Calendar
Student Life

Middle School Student Life Team
Middle School Counselor (Grades 6-8): Gregg Moses
Middle School Learning Specialist (Grades 6 – 8):
Vonceil Strobel
6th Grade Dean of Students: Erin Thomas
7th Grade Dean of Students: Katie Lupo
8th Grade Dean of Students: Steven Bertozzi

Karen Doyle, Assistant Director of Admissions, 4-8;
Assistant Director of Community Partnerships and Service Learning
(440) 423-2950; 423-4446, Ext. 719; kdoyl@hawken.edu

Heather Daly, Assistant Head of School for Enrollment Management
(440) 423-2955; 423-4446, Ext. 213; hdaly@hawken.edu

Seth Lieberman, Associate Director of Athletics, Lyndhurst Campus
(440) 423-2063; 423-4446, Ext. 363; slieb@hawken.edu

Amy Lee, Assistant to the Director of the Middle School; Assistant to the Head of School, Lyndhurst Campus
(440) 423-2121; 423-4446, Ext. 321; alee@hawken.edu

Vonceil Strobel, Learning Specialist
(440) 423-2078; 423-4446, Ext. 378; vstro@hawken.edu

Vicki Goodrich, Nurse, Lower and Middle Schools
(440) 423-2100; 423-4446, Ext. 330; vgood@hawken.edu

Middle School Program Council Team
6th Grade: Pam Richmann
7th Grade: Kim Brandt
8th Grade: Peter Thomas
# Academic Program and Related Information

## 6th GRADE SCHEDULE 2016-2017

<table>
<thead>
<tr>
<th>Time</th>
<th>MONDAY A</th>
<th>TUESDAY B</th>
<th>WEDNESDAY C</th>
<th>THURSDAY B</th>
<th>FRIDAY C</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:10-8:25</td>
<td>Advisory</td>
<td>Advisory</td>
<td>Advisory</td>
<td>Advisory</td>
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<tr>
<td>8:30 – 8:55</td>
<td>Chapel Assembly</td>
<td>Chapel Assembly</td>
<td>(8:25- 9:40) Language Lab/ Team Time</td>
<td>Chapel Assembly</td>
<td>Extended</td>
</tr>
<tr>
<td>8:55-9:40</td>
<td>RED</td>
<td>GREY</td>
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<tr>
<td>8:55-9:40</td>
<td>Spanish 6 Art 1</td>
<td>Spanish 6A Art 2</td>
<td>Spanish 6 Art 3</td>
<td>Spanish 6 Art 4</td>
<td>Spanish 6 Art 2</td>
</tr>
<tr>
<td>8:55-9:40</td>
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<td>Health 2</td>
<td>Health 3</td>
<td>Health 4</td>
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<td>9:40-10:55</td>
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<td>10:55-11:10</td>
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<td>11:10-12:25</td>
<td>CORE</td>
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<td>12:25-12:50</td>
<td>Lunch</td>
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</tr>
<tr>
<td>12:50-1:35</td>
<td>Art 3 Sectionals (Band/ Chorus)</td>
<td>Band Chorus</td>
<td>Band Chorus</td>
<td>Art 2 Sectionals (Band/ Chorus)</td>
<td>Sectionals (Band/ Chorus)</td>
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<td>12:50-1:35</td>
<td>Transitions 6</td>
<td>Strings</td>
<td>Strings</td>
<td>Transitions 5</td>
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<tr>
<td>1:35-2:20</td>
<td>PE</td>
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<td>PE</td>
<td>PE</td>
<td>Team Time (Core Enrichment)</td>
</tr>
<tr>
<td>2:20-3:05</td>
<td>Study hall</td>
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<td>Study hall</td>
<td>Study hall</td>
<td>Friday Activities</td>
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### 7th GRADE SCHEDULE 2016-2017

<table>
<thead>
<tr>
<th>Time</th>
<th>MONDAY A</th>
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<th>WEDNESDAY C</th>
<th>THURSDAY B</th>
<th>FRIDAY C</th>
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<tr>
<td>8:10-8:25</td>
<td>Advisory</td>
<td>Advisory</td>
<td>Advisory</td>
<td>Advisory</td>
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</tr>
<tr>
<td>8:30 – 8:55</td>
<td>Chapel Assembly</td>
<td>Chapel Assembly</td>
<td>(8:15- 8:55) Performing Arts Block 7-8 combo</td>
<td>Chapel Assembly</td>
<td>Extended</td>
</tr>
<tr>
<td>8:55-10:25</td>
<td>CORE</td>
<td>CORE</td>
<td>CORE</td>
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<td>CORE</td>
</tr>
<tr>
<td>10:25-10:40</td>
<td>Recess/ Break/ Check-in</td>
<td>Recess/ Break/ Check-in</td>
<td>Recess/ Break/ Check-in</td>
<td>Recess/ Break/ Check-in</td>
<td>Recess/ Break/ Check-in</td>
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<td>10:40 – 12:10</td>
<td>CORE</td>
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<td>12:10-12:50</td>
<td>Lunch</td>
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<td>12:50-2:20</td>
<td>CORE</td>
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<td>CORE</td>
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<tr>
<td>2:20-3:05</td>
<td>PE/ Health</td>
<td>Music</td>
<td>PE/ Health</td>
<td>Music</td>
<td>Friday Activities</td>
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# 8th GRADE SCHEDULE 2016-2017

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<th>THURSDAY B</th>
<th>FRIDAY C</th>
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<td>Advisory</td>
<td>Advisory</td>
<td>Advisory</td>
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<tr>
<td>8:30 – 8:55 B</td>
<td>Chapel Assembly</td>
<td>Chapel Assembly</td>
<td>(8:15- 8:55) Performing. Arts Block 7-8 combo/ Study Hall/Arts Plus</td>
<td>Chapel Assembly</td>
<td>Extended</td>
</tr>
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<td>8:55-10:25 C/D</td>
<td>CORE</td>
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<td>CORE</td>
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<tr>
<td>10:25-10:40 E</td>
<td>Recess/ Break/ Check-in</td>
<td>Recess/ Break/ Check-in</td>
<td>Recess/ Break/ Check-in</td>
<td>Recess/ Break/ Check-in</td>
<td>Recess/ Break/ Check-in</td>
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<td>10:40-12:10 F/G</td>
<td>CORE</td>
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<td>10:40-11:25 F</td>
<td>Art 2</td>
<td>Art 1</td>
<td>Spanish 8</td>
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<td>Spanish 8A</td>
<td>Latin</td>
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<td>Spanish 8A</td>
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<td></td>
<td>Chinese 8</td>
<td>Study Hall</td>
<td>Study Hall Sectionals</td>
<td>Study Hall</td>
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<td>Study Hall</td>
<td>Sectionals</td>
<td></td>
<td>Sectionals</td>
<td>Sectionals</td>
</tr>
<tr>
<td>11:25-12:10 G</td>
<td>Latin</td>
<td>Art 2</td>
<td>Spanish 8A</td>
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<td>Study Hall Sectionals</td>
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<td>Sectionals</td>
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<td>Sectionals</td>
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<tr>
<td>12:10-12:50 H</td>
<td>Lunch</td>
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<td>Latin</td>
<td>Spanish 8</td>
<td>Art 1</td>
<td>Spanish 8</td>
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<td>French</td>
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<td>Spanish 8A</td>
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<td>Chinese 8</td>
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<td>Study Hall Sectionals</td>
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<tr>
<td>1:35-2:20 J</td>
<td>Art 2</td>
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<td>Art 2</td>
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<td>Spanish 8</td>
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<td>Spanish 8</td>
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<td>French</td>
<td>Latin</td>
<td>French</td>
<td>Spanish 8</td>
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<td></td>
<td>Chinese 8</td>
<td>Art 2</td>
<td>Chinese 8A</td>
<td>Spanish 8</td>
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<td>Study Hall</td>
<td>Art 2</td>
<td>Study Hall Sectionals</td>
<td>Study Hall</td>
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<td></td>
<td>Sectionals</td>
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<td>Sectionals</td>
<td>Sectionals</td>
<td>Sectionals</td>
</tr>
<tr>
<td>12:50-2:20 I/J</td>
<td>CORE</td>
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<td>CORE</td>
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</tr>
<tr>
<td>2:20-3:05 K</td>
<td>Music/ Study hall/Arts Plus</td>
<td>PE/ Health</td>
<td>Music/ Study hall/Arts Plus</td>
<td>PE/Health</td>
<td>Friday Activities</td>
</tr>
</tbody>
</table>
Academic Progress

Homework
Homework is a developmentally appropriate activity, which can strengthen and extend learning in school and help connect the home and school environments. The homework load increases incrementally every year in the Middle School. The average amount of time for work to be completed in study hall and at home is noted below. Please keep in mind that these are broad averages, and that individual times will vary.

- **6th Grade:** 1 to 1.5 hours
- **7th Grade:** 1 to 2 hours
- **8th Grade:** 1.5 to 2.5 hours

Classroom teachers and advisors will work with students to create a weekly assignment planner. Students and parents are encouraged to refer to Hawknet for due dates and other details in order to ensure that assignments are completed in a timely manner. Students are responsible for completing all assignments.

Grades and Reports
Beginning in grade 6, students receive letter grades and comments four times a year:

Interim reports are prepared for each student. These include the current grade and brief comment. Parents of students having significant difficulty will be contacted by a teacher or advisor prior to the interim reports. The first interim report will be posted on HawkNet prior to the October 27 and 28 Parent Conferences.

Following the midpoint and the end of each semester, grades will be posted on HawkNet with teacher comments.

Middle School grades are calculated as follows:

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Letter Grade</th>
</tr>
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<tbody>
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Conferences
Conference days are scheduled for parents to meet with each child’s advisor and/or other teachers. Thirty-minute conferences are scheduled for Thursday and Friday, October 27 and 28, and Thursday and Friday, February 2 and 3. The February conferences are student-led. You will receive notice from the School as to how and when you should sign up for a conference.

Conferences other than those scheduled above are held whenever the School or a family feels the need to have one. Please call the Middle School Office to arrange a special day and time for a conference with any teacher or with a group of teachers.

Round Table Discussions
The primary purpose of a round table meeting is to offer support and help to a student, culminating in an action plan which includes a school, parental, and student component. Round table discussions are called in order to address an emerging pattern around academic, social, and/or behavioral progress for a Middle School student. The meetings often include classroom teachers, administrators, parents, student support services, and the student. The Round Table format works to support developing student skills around self-advocacy and independence.
Academic Accountability

Students in Middle School are expected to maintain satisfactory academic progress at all times. Satisfactory progress in the Middle School is viewed as passing all courses and earning grades of C or above in academic classes. Occasionally, students will find their progress in the C- range, and these instances will be reviewed individually. When a student is unable to meet these minimum expectations, we will clearly communicate our concern and work collaboratively to create a plan for improvement. A student who does not maintain satisfactory academic progress may be placed on a status of Academic Warning or Academic Probation, depending on the level of concern and the patterns established around those concerns. Each status is defined below. Students not maintaining satisfactory academic progress during the second semester may have their Re-enrollment Contracts withheld.

**Academic Warning** is designed to indicate a lack of satisfactory progress and serve as a motivation to improve academic performance. Academic Warning will result in conversation(s) with the student, family, and appropriate school personnel to develop a Student Support Plan for improvement.

**Academic Probation** is defined as a probationary period when, upon the recommendation of the faculty and grade-level team to the Director, students have not met the minimum academic standards expected of them. Academic Probation will result in conversation(s) with the student, family, and appropriate school personnel to develop or refine a Student Support Plan for improvement. Academic Probation should be taken seriously and may indicate uncertainty about the appropriateness of the student’s placement in Hawken Middle School.

When a student is placed on an academic status, a Round Table may be called in order to create a comprehensive plan of support. We employ a three-pronged approach when creating student plans, wherein the School, parents and student have clearly defined roles for supporting academic growth and development. These Plans will identify recommended or required steps to enhance academic achievement while the student is on academic status. The advisor, faculty and other team members will monitor student progress and maintain close contact with parents.

Summer course work/tutoring may be recommended/required as part of a Student Support Plan and could include specific academic subject-specific instruction, study- and organizational skills, or a combination of instructional strategies.

*For Eighth Grade Students*

The Re-enrollment Contract for ninth grade may be withheld for students who reach the status of Academic Warning or Probation, or Disciplinary Warning or Probation, during their eighth grade year. Students who are placed on Academic or Disciplinary Probation at the end of the second semester may have their Re-enrollment Contracts revoked.

A Certificate of Attendance may be issued to students who earn a grade “F” in math, science, or humanities for the year.

Students placed on Academic Probation at the end of their eighth grade year must successfully fulfill the terms of their Student Support Plan (as determined by both the Middle School and Upper School Directors), which may include summer work in order to re-enroll for ninth grade.

**Promotion from Grade to Grade**

Promotion is determined by a student’s overall performance and is subject to the approval of the administration.

As a school, Hawken recognizes that children are unique individuals with varying levels of readiness and learning styles. Because all children who are admitted to Hawken have the apparent ability to develop within its program, all Hawken students are expected to progress from grade to grade. However, when a student is no longer progressing satisfactorily or is placed on a disciplinary or academic status for successive grading periods, he or she may be asked to seek another learning environment.
Extra Help and Other Activities

The purpose of Hawken's Middle School student support time (study hall) is to provide:

- A time when students and faculty can meet one-on-one for academic help or have an opportunity to discuss other matters.
- A study time for students during the day when they are able to work on cooperative assignments, ask questions of teachers and fellow classmates, and begin or complete homework assignments.

Guiding Principles and Expectations for Behavior

Guiding Principles

The Hawken motto advocates “that the better self shall prevail.” The Hawken Middle School’s “Guiding Principles and Expectations for Behavior” is rooted in the Hawken Purpose, Promise, and Principles. Each of the four “Guiding Principles” ask Hawken students to uphold our core values of “character,” “intellect,” “integrity,” and “empathy,” as well as strive to be the very best versions of themselves. When students are unable to behave in accordance with our expectations, whether on or off the Hawken campus, faculty or administrators will meet with the student to discuss, and logical and timely consequences may occur.

1. Fair Play and the Development of Character: Students are expected to show respect for themselves, their classmates, their teachers, for property, and for Hawken traditions. Students are expected to show integrity, acting honestly and honorably. Students are expected to be accountable for their actions.

Examples of Violations:
- Theft, vandalism, or other abuse of school property
- Lying, covering the truth, cheating, plagiarism
- Misbehavior in class, including incessant disruption and improper language
- Possession or use of tobacco, alcohol, marijuana, or other non-prescription substances

2. The Respect of the Individual and the Power of the Community: Students are expected to respect individuals and their opinions. Students are expected to cooperate as team players, both on and off the field. Students are expected to respect the classroom community and the overall learning environment of their classmates.

Examples of Violations:
- Chewing gum
- Dress Code violation
- Creating disorder in shared community spaces

3. Positive Participation and Engagement: Students are expected to take their learning seriously, maintaining focus and helping their classmates to succeed.

Examples of Violations:
- Making excessive noise in the hallways
- Violation of individual classroom rules and expectations
- Improper use of technology as outlined by the required by the Technology Acceptable Use Policy (AUP); see Appendix D

4. Appreciating Difference: Students are expected to accept and value every member of the Hawken community. As stated in our Hawken Principles, “We appreciate difference and individuality, and embrace diversity in our community.”

Examples of Violations:

Plagiarism: Merriam-Webster defines plagiarism as “the act of plagiarizing,” which means “to steal and pass off (the ideas or
words of another) as one's own; to use (another's production) without crediting the source."

At Hawken, plagiarism can be a) inadvertent plagiarism – the unintentional act of using the ideas or words of another without giving credit to the source, which usually takes the form of “forgetting to cite,” or b) intentional plagiarism – the act of using the ideas or words of another without giving credit to the source, which usually takes the form of directly copying from the Internet, a book, or another student.

Plagiarism is a serious offense and can result in 0 credit for a plagiarized assignment, communication with parents, and the requirement to re-do an assignment (with or without the possibility of credit). Repeat offenses can result in further and more severe disciplinary action.

Response to Violation of School Expectations
When a student is in violation of our expectations for behavior, every effort will be made to clarify facts and give due process to the student. Sometimes this includes discussions between a student and an adult during class time. Disciplinary action is to be appropriate for the offense, designed to shape or refine behavior and uphold the School’s behavioral and community expectations. Many minor problems are handled by teachers, advisors and Grade Level Deans and may include a conversation with parents. A series of small infractions or any one major infraction will be referred to the Director and in some cases, may result in probation, suspension, or expulsion.

School rules apply at all school functions. If a student’s behavior includes a serious breach of trust or responsibility during a major field trip, that student may be sent home at the family’s expense.

Consequences for breaches in Hawken’s expectations will be logical, developmentally appropriate, and timely. As Hawken respects the individuality of all members of its community, consequences will vary from situation-to-situation and from student-to-student. However, consequences are consistent and reasonable, keeping both the student and the greater Hawken community’s best interest in mind

Examples of Possible Outcomes:
- Teacher-student meeting
- Round Table discussion
- In-class disciplinary action including removal from class
- Parent-Advisor meeting
- Counselor-student meeting
- Loss of recess privileges
- In-school Suspension
- Out of school Suspension***
- Removal from Class Trips, including Doorways

**Disciplinary Warning, Probation, Suspension or Expulsion:**
*Disciplinary Warning:* A student would be placed on disciplinary warning, and parents notified in writing, for a violation of school expectations and guidelines. Disciplinary Warning is seen as both a motivation to improve behavior and a possible indication that a student’s status at the School may be in jeopardy.

**Disciplinary Probation:** A student would be placed on disciplinary probation when, in the opinion of the Director, s/he has not met the minimum behavioral requirements expected of them. Disciplinary probation is seen as both a motivation to improve behavior and a clear indication that a student’s status at the School is in jeopardy.

***Suspension and Expulsion:** Hawken is committed to maintaining an atmosphere that is conducive to positive engagement, student learning, and growth. In furtherance of that goal, Hawken expects all students to conduct themselves in accordance with School rules and external law. If a student is alleged to have violated a rule or law, or has otherwise acted in a way detrimental to the reputation and integrity of the School, Hawken reserves the right to remove him/her from class and/or participation in school activities. Removal may be in the form of suspension (for a fixed period of time), indefinite suspension, or expulsion. Normally, when there is a possibility of suspension, or expulsion, the following procedures shall be followed:
1. There shall be an initial determination of the facts by the Division Director or designee. The determination shall be based on his/her consultation with faculty, staff, students or others who were involved in or have knowledge of the matter(s) giving rise to the possible suspension, indefinite suspension or expulsion.
2. If the Division Director or his/her designee determines that the facts are sufficient to consider suspension, indefinite suspension or expulsion, the Division Director or his/her designee shall make a recommendation to the Head of School, who shall have sole and exclusive authority to suspend or expel a student.

3. Prior to making a final decision regarding the student’s recommended suspension or expulsion, the Head of School or his/her designee shall communicate to the student and his/her parent(s) the potential suspension or expulsion. Such communication shall include an identification of the School’s rule(s) or law(s) alleged to have been violated, the reasons for the possible violation, and the action that the School proposes to take.

4. At the time of the communication, the student and/or his/her parent(s) will have the opportunity to provide the Head of School or his/her designee any information or evidence necessary to rebut or otherwise explain the allegations against the student, and/or to discuss the proposed discipline. Based on a consideration of all of the facts and evidence, the Head of School will then make a decision which could include the suspension or expulsion of the student.

5. The Head of School or his/her designee shall confirm his/her decision regarding the disciplinary status of the student in writing within a reasonable period of time. After the initial communication has been provided and pending the Head of School’s final decision, or the written confirmation of that decision, the student may not be withdrawn from Hawken in order to avoid discipline.

6. Students on suspension (both in school and out of school) are responsible for their academic work. Homework or assessments (tests and quizzes) missed during suspension may be due within a reasonable period of time, as determined by the teachers. Faculty are under no obligation to reteach missed material to students who have been on suspension. In unusual circumstances, and at the sole discretion of the administration, a student may be suspended - removed from class - prior to any parental communication. Hawken administration will make every effort to provide timely and appropriate communication to students and their families should disciplinary consequences result in the loss of class time. Hawken reserves the right to make known to the student body and the Hawken community the disciplinary action taken by the school against a student who has been suspended, indefinitely suspended or expelled. Such communications shall be made solely for the purpose of learning from the incident. By the act of enrolling at Hawken, every student and his/her parent are deemed to understand and agree to these procedures.

Dress Code

Hawken School’s dress code is intended to maintain decorum while allowing for individual expression of taste and style. The dress code is divided into three categories: Typical School Day, Spirit Dress-Down Day, and Dress-Up Day.

Typical School Day Dress Code Examples:

- Clothing that is neat, clean, and in good repair, which means that fabric has no frayed edges, tears, holes or stains, such as:
  - Dresses, skirts, blouses, dress shirts, collared shirts, sweaters, turtlenecks and sweatshirts.
  - Dress pants, trousers/slacks, khakis, corduroys, cargo pants, and shorts.
  - Clothing that fits well.
  - Socks or tights.
  - T-shirts and sweatshirts are acceptable if they bear the name of Hawken School, or an appropriate logo no larger than the size of a fist.
  - Dress must reflect modesty, which means that shirts must not reveal midriffs, cleavage, or undergarments.

Typical Dress Down Examples:

The following examples meet the Dress Code:

- All of the above for the Typical School Day Dress Code plus the following:
- Denim (including blue jeans) and sweatpants that are in good repair.
- Athletic apparel.

Dress Up Days:
There are some days during the school year when students will be required to dress in more formal attire. These are days where the community may gather to celebrate the achievement of its members, or when we travel to special off-campus venues.

The following are examples of dress code violations:

- Hats and hoods during the school day.
- Spaghetti-strapped tank tops, tube tops, halter tops, or anything that is low-cut or reveals the midriff area;
- Shorts, tunics, dresses and skirts that do not meet the “fingertip” or mid-thigh-length rules;
- Visible undergarments;
- Leggings, “jeggings” or similar pants that are worn without appropriate-length dresses, skirts or tunics that meet the “fingertip rule” or the other associated descriptions;
- Clothing that contains inappropriate messages of any kind, including alcohol, drug and tobacco references, sexual innuendo, or other offensive material.

A dress code that values individuality will always involve some subjectivity; fair enforcement depends on community cooperation. Should any adult determine that a student’s clothing violates the dress code, that student will report to the Dean, Assistant Director or Director for further discussion and possible disciplinary action for repeated violations. It is entirely the prerogative of Hawken School to determine whether a student's dress violates the dress code.
Student Life

Daily Schedule
8:10 a.m. – 3:05 p.m.  Monday – Friday

Student Attendance
In large part, Hawken’s education process depends on active dialogue and engagement in and outside of the classroom. Consequently, consistent attendance and participation are crucially important for academic success. Although teachers make every effort to support students following excused absences, they are under no obligation to provide make-up work for unexcused student absences. Moreover, the Middle School Director may determine that any student who has excessive tardies or absences during a semester (excused or unexcused) may compromise their good standing which may result in a progression of disciplinary consequences, including calling into question their potential for advancement to the next grade level.

Hawken School offers a generous vacation schedule. Parents are expected to honor the academic calendar; families should not plan vacations that interfere with a student’s attendance at school or participation in other school obligations such as parent-teacher conferences. Class discussions, demonstrations and group work are an integral part of each student’s education. Often, these instructional interactions cannot be replicated outside of the classroom, and excessive absences can have a detrimental effect on learning. Teachers cannot be expected to prepare work prior to an extended absence. Families may need to work with their students after an unexcused absence to make up any missed work or assignments.

Absences from classes or other school obligations fall into two categories: Excused Absences and Unexcused Absences. The Director will determine whether an absence is excused or unexcused.

Excused Absences

There are two types of excused absences: those for which the School does not need prior notification, and those for which the School must be notified in advance.

Absences will be excused without advance notification for the following reasons:
1. Personal illness
2. Emergency medical or dental appointments
3. Death in the family
4. Certain other emergencies

The School must be notified on the day of such an absence by a parent or guardian prior to 9 a.m. if possible.

Examples of potential excused planned absences are as follows:
1. Weddings
2. Funerals
3. Bar/Bat Mitzvah
4. Graduation
5. Religious Holiday
6. Major Medical Procedures

If a student knows in advance of a period of absence, parents should contact the Administrative Assistant in the Middle School Office at least two days in advance of the absence. If contact has not been appropriately made, the absence is unexcused. The Director will then consider the request and designate the absence excused or unexcused. If the School is not properly notified, the absence is unexcused.

It is the responsibility of the student to acquire all assignments and material covered during an excused absence, and to submit all assignments due during the absence upon his/her return. Students who miss school for an unplanned, excused absence of five days or fewer are entitled to 1.5 days per day of absence, rounded up to the nearest whole day, in which to make-up all missed work and tests and remain current with the class.
Unexcused Absences
An unexcused absence occurs whenever:
1. A parent is unaware of a student’s absence.
2. A parent is unwilling to take responsibility for the absence.
3. The School has determined the absence to be inappropriate.
4. Appropriate communication has not been made.

Work missed during an unexcused absence may receive a zero.

Late Arrival and Early Dismissal Policies
If students arrive at school late, it is their responsibility to sign in at the Middle School Office and also to see any teacher whose class was missed as a result of the absence. Unless excused by the office, students are to remain in school until the end of the school day.

Students who are late must submit a note to the Administrative Assistant from a parent, or a parent must call the School. It is a student’s responsibility to sign out in the Middle School Office or when it is necessary to leave campus during the school day. Failure to secure permission prior to early departure will cause the absence to be treated as unexcused—regardless of the reason for leaving. Moreover, the School may determine that a student’s excessive tardiness (excused and/or unexcused) compromises good standing and will result in a progression of disciplinary consequences, including calling into question their potential for advancement to the next grade level.

Students must arrive at school no later than 11:00 a.m. and attend all classes in order to participate in any extracurricular activities on that day. These activities include, but are not limited to, athletics, clubs, rehearsals, and performances.

Before and After School Policy
We take seriously our obligation to provide Hawken students with a safe environment and have clear practices in place to do so during the school day. Students are expected to arrive to school between 8:00 and 8:10 a.m. each day, unless meeting with a specific teacher. Members of the faculty and staff are present in each grade level pod from 7:30 a.m. until 4:00 p.m. The Middle School entrance is opened each day at 7:30 a.m.; students arriving prior to 7:30 must sign in to early care in the Lower School. Middle School dismissal is supervised each day until 3:30 p.m. Students are not permitted to wait outside for rides without supervision. Students who need to remain at school between 3:30 - 6:00 PM, and are not participating in a supervised activity, must sign in to the Middle School After School Study Hall. This service is offered free of charge from 3:15 - 4:00 PM, and costs $8.00 per hour between 4:00 - 6:00 PM. Drivers may either come into the school to sign their student(s) out of study hall or contact the study hall by phone at 440.423.2935 to alert the proctor of their arrival. Students who have not been picked up from the Middle School Study Hall by 5:30, will be escorted to the Lower School After Care where they should be picked up by 6:00 PM, after which parents will be charged $1.00 per minute.

Students not picked up promptly at the conclusion of their afterschool activities are required to go to the afterschool Passport study hall. This service is offered free of charge from 3:15 – 4:00 p.m. each day and for a charge of $8 per hour from 4:00 – 6:00 p.m. Families are billed for usage through the Passport program. Students are not permitted to wait outside for rides without supervision; drivers may either come in to sign their student(s) out of study hall or contact the study hall by phone (440.423.2935) to alert the proctor of their arrival at Lincoln Hall. Students attending study hall who are not picked-up by 5:30 pm should be picked up at the Dome Lobby entrance in the Lower School. Students who are not picked up by 6:00 p.m. will be charged $1 per minute.

Advisory Program
Each student is assigned to a faculty advisor who oversees the general progress of about 10 to 12 students. Advisory groups meet every morning and for an extended period of time once a week. The meetings will vary in purpose from attendance, socialization, and team-building to discussion of study skills, peer relationships and decision-making. The advisor acts as the liaison between school and home, maintaining communication with parents by phone, email, and at parent-teacher conferences. The advisor meets with other grade-level advisors weekly to discuss student progress and coordinate curriculum.
Physical Education

All students are expected to participate in all scheduled physical education classes unless a written excuse, signed by parents or a doctor, is sent to the physical education department chair and the school nurse. If a student is unable to participate in Physical Education, his or her participation in an afternoonsport may not be allowed.

All students will be expected to be in the appropriate uniform for physical education classes. Red, gray or black shorts, red or gray shirt, red or gray sweatpants and sweatshirt, socks, swimming suit, swimming goggles and gym shoes are needed.

Hawken will provide a clean towel daily to each student for swim class. Students are able to take showers following class. Students must provide a combination lock for their athletic lockers. They should share the combination with the physical education teachers, who will keep a master list. Students should keep all their clothing and equipment inside of their lockers, which should be locked at all times. We regularly have outside groups using our locker room and cannot be responsible for unlocked gym lockers or valuables left in the locker room.

Each student’s name should be placed on every piece of athletic clothing, using an indelible marker. If sports equipment is brought from home, it should be similarly marked. All clothing and equipment should be taken home to be cleaned each Friday.

The School provides all the necessary equipment for our physical education program. Students do not need to bring any of their own sports equipment to school; however if they wish to do so for play at recess or some special occasion, they may.

Red/Gray Competition

Red and Gray are athletic societies to whom each student belongs. Those who were Vikings in fifth grade become Reds in the Middle School and those who were Cyclops become Grays. Upon entering the Middle School as a new student, the PE teachers assign the student to one society. If any member of a student’s family has ever been a member of one society, he/she is automatically assigned to that society. Other students are assigned to keep the societies as evenly balanced as possible by athletic ability, gender, leadership potential and grade level. The culmination of the Red/Gray Competition takes place at the annual Spring Field Day in late May.

Library

Students are encouraged to use the library and seek out the librarian for help with research or pleasure reading. While books are available in the pod areas for leisure reading, Middle School students may also check out books any time their schedules permit. Books may be kept for two weeks and may be renewed if no one else has requested them. Students are responsible for anything they check out. There are no fines. Students receive two overdue reminders at school, followed by a bill for the replacement cost of the book at the end of the year. Middle School students are not permitted to check out any additional materials if they have overdue materials and/or outstanding bills.

Gift books are a meaningful way to recognize special occasions in your child’s life, such as a birthday, holiday or graduation. A selection of books from which gift books may be chosen is on display in the library. Gift books are a significant means of enhancing the Lyndhurst Library collection.

Chapel Assembly

The Hawken Chapel in Bolton Hall provides a time in our day for reflection, sharing and community building. Students enter and leave the Chapel silently. With these courtesies, those who perform and those who attend will all “share in the magic of this room.”

Chapel is held in the mornings from 8:30-8:55 a.m. for the entire Middle School. It is opened with a song and ends with announcements. The program can include Chapel Talks, required of all eighth graders, musical performances, speakers, awards presentations, and other events. Parents are always welcome to attend Chapel.
Field Trips
With few exceptions, field trips at Hawken take place during the school day. Students and teachers are covered by school insurance on all such trips. All trips are planned and supervised by the teachers involved and are usually related to academic or service-based activities. All expenses for these trips (except those noted below) are included in the tuition and fees. Parents will be asked to sign a permission slip at the beginning of the school year which will remain on file in the Middle School Office for the remainder of the current school year, which will allow students to participate in any field trips. For longer, overnight trips, specific permission slips may be sent home in advance to be signed.

Middle School “Doorways” Trips are special trips for sixth, seventh and eighth graders related to their classroom studies. These trips take place during the first week in April or May with the following destinations:

- 6th Grade: Williamsburg, VA
- 7th Grade: Washington DC
- 8th Grade: New York City

Teachers serve as chaperones. Letters explaining expenses, itineraries, food, sleeping accommodations, etc., are mailed to parents well in advance of the trip. All costs other than incidental items (e.g. souvenirs) are covered by a required field trip fee. Parents should be aware that there is no provision for a refund on these trips for any reason. Participation by every student is required. If, for any reason, a student is unable to participate, they may be required to participate in a school facilitated service project during that week.

Optional, not for credit trips such as the Middle School cultural exchange with Haibara, Japan, must be paid for separately by parents. Students may not participate in optional trips unless their tuition and fee accounts are current.

Visitors
Parents have a standing invitation to visit the School at any time. Please go directly to the Middle School office in Lincoln Hall to check in. The Lyndhurst campus remains secure from 8:10 a.m. – 3:05 p.m. During this time all visitors must check in and wear an I.D badge.

Lunches
All students participate in the school lunch program. Children may pack their own lunch when specific medical restrictions prevent them from participating in the lunch program (although the lunch fee is still assessed). Under these circumstances, a signed doctor’s note must be on record in the Middle School office. Certain foods, such as soda pop and candy, are not permitted in packed lunches; divisional offices can provide additional information. When children are observing religious holidays, they may bring a packed lunch to school at the discretion of the family. Parents should communicate any information regarding food allergies to the school nurse and their child’s advisor.

Transportation
Students at the Lyndhurst Campus travel to and from school by Hawken transportation, public school buses, private carpools or with their parents. Hawken transports approximately 25% of its student body and offers three types of services: door-to-door, central point, and campus-to-campus shuttles. For details and fees, please contact Joyce Brinkerhoff at (440) 423-2071.

Public schools that are within 30-minutes driving time may provide free busing to and from Hawken, or they may offer reimbursement in lieu of transportation. To obtain information about public school busing or reimbursement, please contact your local board of education.

The State of Ohio requires that school bus safety be a joint responsibility of the parent, school and rider. Whether riding a Hawken vehicle or public school bus, students are under the authority of and directly responsible to the bus driver. Violation of safety rules and/or social responsibility may result in temporary or permanent suspension of bus privileges.

Students using private carpools do not need to send a note to school for transportation changes. If a transportation change involves the use of a public school bus, a note for the driver is needed.
Health Services Clinic
The School Clinic is staffed by a registered nurse from 8:30 a.m. to 4:00 p.m. daily. The Nurse’s responsibilities include conducting routine screening, giving first aid, administration of medication, and monitoring special health situations.

A medication form, completed and signed by parent and physician, must be received by the School for all students who require medication during school hours. This applies to prescription and non-prescription drugs, including Tylenol. All students carrying inhalers or any other medication must also comply with this rule and must present a new form at the beginning of each school year. The medication must be taken to the School Clinic and must be in the original container, including the student’s name, name of medication, dosage, time to be given and method of administration. No medication will be dispensed except in the Clinic by the Nurse.

Student Health Information Requirements
Health forms are available online and should be completed annually. Seventh and eighth graders must also have a completed Ohio High School Athletic Association Pre-participation Physical Examination Form. Participation in interscholastic sports will be suspended until this form is received. Physicals are good for one calendar year. All forms can be completed online, with the exception of the Medication Form and the Ohio High School Athletic Association Pre-participation Physical Examination Form.

Students without the necessary health and athletic forms on file will not be allowed to attend school or participate in athletics (including preseason practices) until the forms are returned. Families can obtain all necessary health forms on HawkNet.

Books and Supplies
The School supplies most books, equipment, and materials that the student needs with the exception of paper and pencils, athletic clothes and replacement of lost books and/or equipment.

Electronic Equipment and Games
Hawken Middle School is a one to one tablet environment and students are expected to have a functioning tablet with them each day. If a problem should arise with a student tablet, it is the student’s responsibility to seek support from our technology staff as soon as possible. Loaner tablets and components are available as deemed necessary by our technology staff. Families are financially responsible for lost or damaged tablets and components, and will be billed directly as needed. Students should refer to our Technology Acceptable Use Policy in Appendix D for specific rules and expectations for tablet use at school. Electronic equipment or games such as personal audio/video equipment (iPads, “smart” watches, etc.) are not permitted during the school day. Cell phone use is not permitted during the school day.

Holidays
Hawken School is a non-sectarian school that does not officially recognize any one religion. Knowledge and understanding of a variety of religious beliefs and practices is part of the educational process. The School will provide assemblies and special programs to increase student understanding of the various cultural and religious beliefs represented in our student body. Parents are encouraged to participate in and offer support for such programs by contacting the Middle School Director. Student Council annually sponsors a Halloween costume contest. Students may choose to dress in appropriate costumes that day. Questions regarding appropriateness of costumes should be directed to advisors, Grade Level Coordinators, the Director, or Associate Director.
Social Functions

Hawken attracts students from many different communities. In order to foster the building of school friendships, it is a priority for the faculty to facilitate times when Middle School students can gather outside of the classroom environment. Thus, throughout the year, the School will sponsor after-school and weekend gatherings. Such activities may include canoeing, camping, skiing, hiking, parties, dances, or perhaps a two-day adventure. Information will be given in advance explaining agenda, rules, and costs. Middle School behavioral expectations apply to all Hawken functions, on or off campus.

Birthdays are celebrated in advisory meetings. Students/parents should coordinate bringing in a birthday snack with their advisor, always making sure to take into consideration any dietary needs of their classmates. **NOTE: please avoid products made with tree nuts and peanuts.**
Athletics

Clothing
Athletic attire is sport specific. The coach will inform the athletes what dress is appropriate.

Participation in Athletics
All seventh and eighth grade students are expected to participate in at least two of the three interscholastic athletic seasons.

All students are expected to participate in athletic practices unless a written excuse, signed by parents or a doctor, is sent to the Associate Director of Athletics and school nurse. If a student is excused from either physical education or athletics, the School will not allow participation in the other. The one exception is an ear problem or menstrual period that may prohibit swimming, but would not prevent participation in other physical activities.

Hawken is a member of the Chagrin Valley Middle School Conference and the Ohio High School Athletic Association. Hawken students may not compete in a school sport and in an outside club of the same sport during the School’s competition schedule. The student wishing to compete in an outside club’s schedule may not compete for Hawken, but can practice if there is room on the team. Another choice for the outside club athlete is to choose a different sport to represent Hawken during that particular season.

7th and 8th Grade Interscholastic Teams
The philosophy of our interscholastic program is to involve our students in competitive athletics programs with other schools of similar size and ideals in an atmosphere that emphasizes good sportsmanship and the learning of the fundamentals of all sports. We strive to win every contest fairly and to provide the opportunity for each student to participate to a reasonable extent. The purpose and goal of athletics at Hawken is to provide a program that will allow students to learn the lifelong value of involvement in sports, good sportsmanship, personal commitment, physical activity, teamwork, skill development, decision-making and an appreciation for the notion that participation in athletics is a privilege.

The interscholastic athletics program offers:

- Fall: Cross Country (coed), Field Hockey, Football, Soccer (coed), Tennis (G), Volleyball
- Winter: Basketball (B&G), Swimming (B&G), Wrestling
- Spring: Baseball, Lacrosse (B&G), Softball, Tennis (B), Track (coed)

All Middle School student-athletes who make their choice of interscholastic sports are required to fulfill all the obligations of their chosen sport as set forth by the Ohio High School Athletic Association, Chagrin Valley Middle School Conference, and the coach.

Students in interscholastic competition are involved with two situations that will take time after school: games, both home and away, and practices. Transportation home from school is provided by the parents.

The School will send schedules of athletic contests to all parents before each season begins. In general, students will be ready to be picked up at Hawken approximately one and one-half hours after a home contest begins, and two and one-half hours after an away contest begins. Because there are small variations with each contest, the coach will tell all team members when they can expect to be ready to go home. This information should help parents arrange transportation for their children participating in these contests. We must insist that parents provide prompt pick-up. In questionable weather, please check HawkNet and look for email updates from the Associate Director of Athletics. The School makes every effort to safely play all scheduled competitions. To obtain team schedules and directions to competition sites, please visit www.hawken.edu/athletics.

If a student has not participated fully in physical education class, has not been in school during the regular day of classes (except for religious observances), or has been suspended for disciplinary reasons, he/she may not participate in athletics.
Athletics Communication Guide

*Parent Expectations*

It is reasonable to expect your child’s coach to inform you:

- When and where practices and contests are held.
- About his/her coaching philosophy.
- About the expectations he/she has for all athletes on the squad as well as your individual child.
- What is required to participate at practice and compete on the team’s schedule.
- If your child is injured during participation in a practice or contest.
- Whenever any disciplinary action results in your son/daughter being denied participation in a practice or competition.

Typical concerns of parents that are appropriate to discuss with a coach are:

- Any unhealthy mental or physical strain you detect in your child at home.
- How you can contribute to your child’s skill improvement and development.
- Any dramatic changes you detect in your child’s behavior due to participation in athletics.

*School Expectations*

It is inappropriate to discuss with a coach:

- Playing time.
- Team strategy or play calling.
- Other student athletes.

Coaches often need parents to tell them:

- Any specific health concerns about your son/daughter expressed directly and informally to the head coach at a mutually convenient time.
- Notification of any schedule conflicts well in advance.
- Your commitment to the program, and how you plan to make a contribution to the program’s success. For example, supervision of rest and nutrition for your child, summer camp participation, organizing team snacks, video, photographs, statistics, end of season dinner.
- Strategies that have worked for you in dealing with your son/daughter being successful in the past.

If you have a concern to discuss with the coach, you should:

- Make an appointment with the coach. Never approach the coach after a game unless the coach requests this.
- If the coach cannot be reached, call the Associate Director of Athletics to set up a meeting.
- Please do not attempt to confront a coach before, during or after a practice or contest. These can be busy and emotional times for both the parent and coach. This period of time does not promote objective analysis of the situation.

What should you do if the meeting with the coach does not result in a resolution to the problem?

- Call and set up an appointment with the Associate Director of Athletics to discuss the situation. At this meeting, the appropriate next step can be determined.

*Athletics Handbook*

For more detailed information on athletics department rules, regulations, game schedules, and student expectations, please refer to the Student/Parent Athletics Handbook available from the Athletics department and at www.hawken.edu/athletic
D. Scott Looney, Head of School  
(440) 423-2925; 423-4446, Ext. 212; sloon@hawken.edu  
Overall coordination of educational program, preschool - 12  
Financial management  
Community relations  
Liaison between School and Board of Trustees  

Kim Samson, Assistant Head of School for the Gates Mills Campus and Director of the Upper School  
(440) 423-2075; 423-4446, Ext. 209; ksams@hawken.edu  
Campus Director  
Curriculum  
Faculty  
Policy and Procedures  
Calendar of events and assemblies  

Julia Griffin, Assistant Director of the Upper School for Teaching and Learning  
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Curriculum  
Faculty  
Grades and Evaluation  

James Newman, Assistant Director of the Upper School for Student Life, Dean of Class of 2018  
(440) 423-2985; 423-4446, Ext. 675; jnewm@hawken.edu  
Student Discipline system  
Advisor program  

Patty Hace, Dean of the Class of 2017  
(440) 423-4446, Ext. 279; phace@hawken.edu  

Jane Botella, Dean of the Class of 2019  
(440) 423-4446, Ext. 574; jbot@hawken.edu  

Julie Agar, Co-Dean of the Class of 2020  
(440) 423-4446, Ext. 219; jagar@hawken.edu  

Andy Jones, Co-Dean of the Class of 2020  
(440) 423-4446, Ext. 544; ajone@hawken.edu  

Nicole Pucci, School Psychologist  
(440) 423-2943; (440) 423-4446 ext. 672; npucc@hawken.edu  
Academic Support  
Counseling  

David Gillespie, Director of Information Research and Management, Registrar  
(440)423-2113; (440) 423-4446 Ext. 558  
dgill@hawken.edu  
Hawknet, Scheduling  

Andrew Cleminshaw, Dean for Academic Systems  
(440)423-2114; (440)423-4446, Ext. 601  
aclem@hawken.edu  
Calendar of events and assemblies  

Renee Bischoff, Director of College Counseling  
(440) 423-2089 or (440) 423-2916; 423-4446, Ext. 298;  
rbisc@hawken.edu  
College guidance process  

Patrick Colonna, Associate Director of College Counseling  
(440) 423-4446, Ext. 215; pcolo@hawken.edu  
College guidance process  

Maria Steiner, Associate Director of College Counseling  
(440) 423-2126; 423-4446, Ext. 404; mstei@hawken.edu  

Heather Daly, Assistant Head of School for Enrollment Management  
(440) 423-2955; 423-4446, Ext. 213; hdaly@hawken.edu  
Upper School admission, applications and testing  
Financial assistance  

Jim Doyle, Director of Athletics  
(440) 423-2108; 423-4446, Ext. 217; jdoyl@hawken.edu  
Athletics  
Athletics schedules  
Coaching  

Annette Thompson, Upper School Nurse  
(440) 423-2913; 423-4446, Ext. 676; athom@hawken.edu  
Medical needs  
Medical forms  
Prescriptions  

Tawana Dolman, Assistant to the Director of the Upper School  
(440) 423-2915; 423-4446 Ext. 210; tdolm@hawken.edu  

Lisa Gilbert, Assistant to the Deans  
(440) 423-4446, Ext. 0; lgilb@hawken.edu
Hawken Integrity Code

Whether you are a returning student or a student new to the Gates Mills campus, we would like to take this opportunity to welcome you to the Hawken Upper School. We, along with the faculty, are invested in making the experience for our students in the Upper School one that is exciting, enriching and expanding. We take pride in providing a safe and encouraging environment for students’ personal exploration while holding their best interests at heart.

As stated in Hawken School’s Purpose, we seek to prepare our students for the real world through the development of character and intellect. The Hawken community is committed to maintaining an environment where all students feel welcome and where all students feel valued as learners. We include the Hawken Integrity Code as evidence of community-wide support of this goal.

Hawken Integrity Code
As a member of the Hawken community,
I am a person of integrity striving to be my better self.
My words and actions reflect my belief in
justice, compassion and fair play.
I respect the rights, work, ideas and dignity of all.

We are looking forward to working with your student this year. Please don’t hesitate to contact us should you have any questions.

Kim Samson
Director of the Upper School

Julia Griffin
Assistant Director for Teaching & Learning

James Newman
Assistant Director for Student Life

Support Services for Students

Hawken’s Support Services Team serves students in grades 9-12 and includes the School’s Clinical Psychologist and the Learning Specialist. These two professionals partner with advisors, class deans and faculty to create opportunities and offer individualized direction and support for students to achieve their academic, intellectual and personal goals. Specifically, we strive to create a strong foundation of support through:

- **Identification** – of strengths and challenges
- **Intervention** – tutoring, counseling and consultation
- **Education and Prevention** – programs and training
- **Self-Advocacy** – increasing self-awareness and the ability to navigate the Upper School environment and expectations

The Learning Specialist offers academic and tutorial support as well as skills-based interventions, including study skills, test taking, time-management and organizational support. The psychologist is available to work with students, parents and faculty on issues regarding adolescent development, personal concerns, learning differences or to help with crisis management or other problems that may impede academic or emotional wellbeing. Further, the learning specialist and psychologist work together to create comprehensive intervention and support plans for select students through the scheduling of Student Rounds. These detailed plans serve to increase our understanding of learning styles, challenges and strengths. They are distributed to faculty, students and parents, and are monitored on a regular basis by the academic team (Support Services, advisors, deans, faculty). Finally, requests for accommodations on school or standardized tests (PSAT, ACT, SAT, etc.) are managed through the department of Support Services.
Overall, the Support Services team—along with the entire faculty—strive to support, challenge and enrich the lives of students and families of Hawken’s Upper School.

**Hawken School Tutoring Policy:**
Hawken’s academic program is centered on dynamic student-teacher engagement and superior instructional methods. We embrace the importance of that core relationship and also recognize the benefit of varied instruction, additional practice and deeper academic engagement. As such, Hawken students may choose to work with a variety of faculty members or outside tutors in order to enhance learning and mastery. Please note that when a student in honors courses relies long-term on tutors, it is very likely that s/he has been placed in the wrong course and a change may be suggested by the teacher and/or department chair.

**Hawken School Tutoring Policy for Outside Tutors**
Although we cannot guarantee a dedicated space at Hawken, outside tutors who have contacted the Director of Human Resources and have completed a background check (at their own expense), may work with Hawken students on campus.

We expect tutors to:

- Confer with the Learning Specialist, Dee Davis, or School Psychologist, Nicole Pucci, to create an appropriate tutoring plan and schedule; the Learning Specialist will liaise with faculty, parents and students in order to monitor academic engagement between all parties and ensure academic continuity.
- Sign in with the Assistant to the Deans, and the Learning Specialist or the School Psychologist upon arrival at the Gates Mills Campus;

**Faculty Advisors**
A faculty advisor is assigned to each Upper School student. Each advisor is the liaison between parent and school. The advisor should be the beginning contact when communication is necessary. It is the responsibility of an advisor to monitor the academic, social and emotional development of each advisee and to advise the Class Dean of any issues that may have a significant impact on a student. In addition, advisors guide advisees in the scheduling process and monitor their grades throughout the year.

It is desirable for students to remain with the same advisor for all four years in order to establish a meaningful relationship and continuity in their school experience. However, in the event that such a match is not successful, students have the opportunity to request an advisor change.

**Class Deans**
Each class has a Class Dean who works with the individual advisor to monitor the overall growth and progress of all students in the grade. The Class Deans in conjunction with the Dean of Students will also work to maintain a consistent pattern of advising and communication with families.

**2016-2017 Class Deans**

<table>
<thead>
<tr>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Julie Agar &amp; Mr. Andy Jones</td>
<td>Jane Botella</td>
<td>Jim Newman</td>
<td>Patty Hace</td>
</tr>
</tbody>
</table>

**Student Life Team**
The Student Life Team is comprised of the four class deans, the school psychologist, the athletic director, the school nurse, the faculty chair of the Hawken Integrity Council, and the coordinator of the House System. This Committee works closely with the Upper School Director and meets regularly to review upper school policies and to discuss issues relating to school culture.

**Peer Leaders**
The mission of this program is to create ongoing healthy relationships between seniors and freshmen. Peer Leaders consist of a group of seniors who regularly meet with the freshmen for the entire year to help with their transition to the upper school. The goal is to ease the transition of the 9th graders into the academic and social environment of the upper school and to make them feel welcome in the Hawken community. Peer Leaders also assist with both the 9th grade retreat and with developing
New Student Orientation in the fall. The program provides leadership training and support for the Peer Leaders throughout the year.

House System

Alex Dobay ’08 had a vision for the upper school that would generate school spirit, create a greater sense of community and provide opportunities for students to interact in contexts other than the classroom. Alex’s vision was realized in the spring of 2009 with the institution of the House System. The four Houses reflect the history of Hawken School with names that describe physical locations of the school as it has evolved through the years. Freshmen advisories and new students are assigned to their houses in the fall. Students remain in the same house for their tenure at Hawken. The coordinator of the House System oversees the House System and works closely with the Dean of Students.

Academic Programs and Related Information

Graduation Requirements
To graduate students must earn a minimum of 20 units of credit for courses taught in the Upper School curriculum or their equivalent. Students must be enrolled in and complete courses totaling at least five units of credit each semester. This does not include P.E./Health. Regular class attendance is an expectation for credit (See “Student Attendance” on page 15).

- **English** – four years, including Ninth and Tenth Grade Humanities and a year of English in each of the 11th and 12th grades
- **Mathematics** – successful completion of Algebra I, Geometry and Algebra II
- **Language** – successful completion of Level III in French, Spanish, Latin, or Chinese or Level II in two languages with at least two years of language taken in the Upper School
- **History** – successful completion of Ninth-Grade Humanities, Tenth Grade Humanities and a year of a U.S. History survey in either the 11th or 12th grade
- **Science** – successful completion of Physics, Chemistry and Biology
- **Arts** – two years of visual or performing arts
- **Ninth Grade Program** – Starting in the fall of 2016, all 9th graders are required to pass a ninth grade co-curricular program designed to support students with the technological demands of a 1:1 tablet program, help students make responsible social decisions and increase their awareness around issues of social justice.

The intent of the physical education exemption is to recognize and encourage participation on Hawken athletic teams, to foster the sense of community that develops from identifying with a school team, and to create smaller, more homogeneous physical education classes in which students can fully participate in small-group and individual activities. Exemptions are not granted for participation on outside teams such as, but not limited to, equestrian, gymnastics, fencing, soccer, ice skating and ice hockey.

Communication and Reporting

Each parent will electronically receive written reports on general academic progress at approximately the middle of each rotation. During the intensives, a short report will be sent late in the second week of the intensive period. Usually, the student body is divided into two or three groups with staged deadlines in order to give teachers a chance to do a thorough job on the comments. Thus, reports are sent out over a four- to five-week period. The focus is on the course, course objectives, and the degree to which each student is measuring up to course objectives. There is no grade attached to these comments.

Community Service

Our approach to community service at Hawken is rooted in the school’s mission and thereby predicated on collective responsibility towards Cleveland, Nature and the Global Community through sustained engagement with local and global organizations. The school encourages students to participate in service initiatives, including but not limited to one or two all
school service days each year. These initiatives provide numerous leadership opportunities for students in all grades and are overseen by our Coordinator of Service Learning, Dan Mesh. The Coordinator of Service Learning supports students interested in independent volunteering and internship opportunities. The school offers community-based learning electives, and it integrates service learning curricula into some core courses. Students may also elect to build an Independent Service Learning Project which, if completed, will appear on his or her transcript.

Hawken Projects
Seniors have four options during the spring intensive period

1. Most seniors submit a proposal for a three-week Hawken Project (which may not involve being paid) generally completed off campus under the supervision of a mentor. In the fall, the Hawken Project Committee distributes a time-table for submitting Hawken Project proposals, complete with various due dates, and then announces reminders as deadlines approach. Students electing to propose a Hawken Project are expected to meet all deadlines and make progress toward the successful completion of a viable project proposal during the year.
2. Seniors wishing to give back to their communities and to have an experience that is less complicated to structure, may propose a three week service project. Some of the requirements for students doing the service project will be similar to those for a Hawken Project. For instance, students doing service will still be required to blog periodically and do a presentation on their work at the end of the year. The Hawken Project Committee may require students who are not progressing as expected with the Hawken Project proposal process to switch gears and plan for a service project instead.
3. Seniors may design an “independent study” project for the final three weeks of the year, which is mainly completed on campus under that direction of an advisor. For those selecting this option, their completed proposal with the appropriate signatures must be submitted to the Assistant Director for Teaching and Learning by Spring Break. Students doing Independent Studies must pass and are subject to the school’s attendance policy for intensives. See Independent Study description for additional details.
4. A limited number of seniors may elect to take a spring intensive course. Ideally, these students will register for the intensive course during the previous year’s scheduling period; students who instead decide to enroll in an intensive during their senior year, will only be allowed to sign up for a class that has not yet filled. Seniors must pass their intensive course (which means a C- grade or higher) and adhere to the school attendance policy for intensives. They must also be positive, cooperative additions to the class.

If the senior’s proposal for a Hawken Project, a service project or an independent study fails and after consultation with the Registrar he or she discovers there are no intensives available, he or she will be assigned to required service by the Hawken Project Coordinator. The service will most likely be on campus. Any student in this situation must meet the attendance requirements for intensives and must participate fully and cooperatively.

Rarely, a student’s Hawken Project falls through as a result of circumstances beyond his or her control, after it has been approved. Under such circumstances, if time allows, he or she will be allowed to put together an on-campus or off-campus service project that meets the approval of the Hawken Project Coordinator.

Any senior who fails to meet minimum standards for performance and/or attendance in the spring intensive, regardless of which option is pursued, will face serious consequences and will be at risk of not graduating with his or her class.

Hawken Projects for Juniors
In the spring of their sophomore year, rising juniors may register their intention to do a Hawken Project during the spring intensive of their junior year. They must also register for a spring intensive class, in case their project proposal is not accepted by the Hawken Project Committee. Rising juniors will submit proposals according to the calendar published by the committee. A limited number of timely, well-designed proposals submitted by rising juniors will be accepted by the Hawken Project Committee.

Because both juniors and seniors may propose Hawken projects, the proposal process will be somewhat competitive, with an emphasis on good project design. Seniors with well-designed Hawken Projects will have the highest priority for acceptance. But because the total number of projects will be limited, a well-designed proposal submitted by a junior will be preferred over a less-satisfactory proposal submitted by a senior.
To be eligible for a Hawken Project, service project or independent study, students must be in good academic and social standing with the school. Any student who begins his/her Hawken Project, service project or independent study without fulfilling necessary obligations and requirements will be called back from project, temporarily or permanently.

Homework
Research has shown that full focus while completing assignments is the best way for information to get stored into one's long term memory. We ask that parents partner with us in encouraging their children to set aside uninterrupted time in a quiet space to do their homework. When students watch television, text, keep up with social media, web surf and/or engage in other disruptive behavior while attempting to do their homework, it will take longer and they are less likely to remember what they are doing. Any guidelines below about time spent on homework assume that students are fully engaged without distraction; but they do not include time spent preparing for major assessments (papers, tests or group projects) which will likely vary a great deal student to student.

During the intensive, the maximum homework load is three hours per night. Average nightly homework in each class during the rotation varies depending upon the grade level and advanced nature of the course. Freshmen courses (e.g. Physics 9, Humanities 9; Algebra 1; Level 1 Languages) are designed to have, on average, 45-minute assignments due for each class meeting. Most standard courses for older students or for students from multiple grades (sometimes including freshmen) have assignments designed to last an hour or so. Although work will only be due on the day that a specific class meets, students will likely be guided by their teachers and advisors to work regularly in each class by spreading assignments out over more than one night when a class does not meet on consecutive days. Because classes at Hawken meet for longer blocks less frequently than at most high schools, more advanced courses (honors or AP) will have even longer assignments sometimes up to double that of standard classes. For this reason, we do limit the number of honors and AP classes a student can take to three. If a student wishes to take more than three, s/he should discuss it with her/his parents and advisor and petition the Assistant Director for Teaching and Learning if they still want to pursue doing so.

Please note that all of the above only serve as guidelines. Some students do take longer to do their homework, but we suggest that if a student is consistently taking more time than suggested on their homework, s/he should consult with both teacher and advisor.

Assignments Policy
Students are expected to submit assignments when they are due to their teachers, who will likewise return them in a timely manner. Students are also expected to review the feedback received – meeting with teachers to discuss it further when appropriate – and incorporate the corrections and suggestions into future work. A teacher may assign increasing penalties to subsequent repeated errors of the same type.

Unless individual arrangements are made in advance, faculty members will deduct one letter grade a day for late assignments such as essays and projects submitted after the due date. A maximum penalty of 100% may be assigned for a late assignment, and the student may still be required to complete the assignment as a course requirement.

Electronic Submission of Homework
It is expected that students who submit homework electronically do so through the Hawken network (Hawken email or HawkNet dropbox/Canvas) to avoid any ambiguity as to the time of submission. Should students submit their work through other networks in a manner such that it cannot be located, faculty reserve the right to deem the submitted work as late and assign point deductions in accordance with policies covering late work.

Tests, Papers and Major Assessments
Teachers will assign tests, papers and major assessments as seems appropriate for the particular course. An assessment will be considered “major” if any of the following is true: 1) it will likely take a student more time than the homework guidelines suggest for one night; 2) it will take more than 30-40 minutes to complete; or 3) it is worth more than 25 points, assuming a full test would be 100 points. Knowing that teachers will be assigning tests, papers and major assessments without consulting one another, we agree as a community that no student should have more than two of these due in one day. If a student is assigned a third, he or she should speak with a teacher and make an arrangement to take it on another day. Teachers will be flexible and make such arrangements readily or change the day of the test for all students in his or her class. In some cases,
particularly for younger students, support may be needed in having such conversations. The Assistant Director for Teaching and Learning will aid in any such cases, facilitating a more reasonable assessment schedule for that student. Teachers may use HawkNet to schedule tests, papers and major assessments for easy determination of which are the first two assigned. If a test, paper or major assessment is not in HawkNet, it will be considered the last one assigned and should be the first one rescheduled.

Independent Study
The faculty has endorsed a program of Independent Study as outlined here. Students may obtain Independent Study forms from the Main Office. In consultation with a sponsor, the student must prepare a detailed proposal. Proposals should represent enrichment directly related to Hawken’s programs and/or enhancement of the student’s ability to participate in those programs. Proposals are approved for one rotation or intensive only and must be submitted by the end of the semester before the beginning of the term. **Fall proposals must be submitted by the end of the previous school year.** In consultation with the individual advisor and subject to final approval of the Assistant Director for Teaching and Learning, the Upper School Director, and the appropriate department chair.

Advanced Placement Courses and Examinations
If a student is enrolled in an Advanced Placement (AP) class, he/she is required to take the appropriate AP exam as a course requirement, which may earn the student college credit for the work. Juniors and seniors who are planning projects or taking immersion intensives that are not in Cleveland should be certain that there is a local AP testing site at which they may take the exam. In cases where a student is unable to find a local AP testing site, the AP test will normally be replaced by a comprehensive exam designed by his or her teacher, to be taken by the student before the end of the spring rotation.

Auditing Courses
With teacher permission, a student may audit (take without credit) any course. A student has two weeks from the beginning of the course (three days for intensive-only courses) to determine whether a class will be audited. The course will appear as audited on the transcript and will have no recorded grade.

Pass/Fail
Students may elect to take any course not fulfilling a departmental requirement on a pass/fail basis, with a limit of one course per semester. The pass/fail option must normally be elected during the first week of the course (the second day for intensive-only courses) and then cannot be changed. The decision to enroll in the course on a pass/fail basis will remain for the length of the entire course. In order to earn a passing grade, a student must complete the course with a grade equivalent to a C- or higher.

Drop/Add Policy
A student may normally add a course only through the end of 4 class meetings in a rotation (i.e. one full rotation) or the second day of an intensive-only course. A student may drop a rotation course up until one week after the interim grades are released, and it will not appear on the transcript; however, the student must maintain a “legal schedule” even after a class is dropped. In certain exceptional cases, students may drop a course after the first marking period, but in such cases, it will normally appear on the student’s transcript as either WP (Withdrew Passing) or WF (Withdrew Failing), as is appropriate. To drop a course, a student must have written consent from his/her parent(s) and the agreement of the teacher, individual advisor and Class Dean, with the Dean of Students, in consultation with the Director of the Upper School and/or Assistant Director of Teaching and Learning having final approval. The completed Drop/Add form must be submitted to the Main Office. Until the request is approved, the student must attend classes as usual. An intensive-only course may not be dropped, but a student may switch from one to another if still within the add period.

Transfer Policy
A transfer occurs when a student moves from one section of a course to another or from one level of a subject to another (French II Honors to French II, BC Calculus to AB Calculus, etc.). At any time during the year, a student may transfer from one section of a particular course to another in order to resolve a scheduling conflict. There must be sufficient space in the desired section, and the student must have written consent from his/her parent(s) and the agreement of the teacher(s), individual
advisor and Class Dean. The department chair, the Assistant Director for Teaching and Learning, the Director of the Upper School may all contribute to making the final decision on this kind of a change. The transcript will contain only the final course, although it is expected that in computing the final grade for the course, the teacher will take into consideration grades earned in the original course. The student will earn full credit for the new course upon its successful completion.

Progression in Sequential Courses
Students taking a course as part of a sequence (such as Algebra 1 or Spanish 2) must complete the course with at least a C- in order to progress to the next course. Students who earn less than a C- must either retake the course and earn above a C- or receive permission from the department chair to enroll in the next course.

Reporting Grades
Parents will receive a grade report via HawkNet for their children approximately halfway through and at the end of each rotation and at the end of each intensive.

Academic Notes/Conferencing
Academic notes are sent home through HawkNet at any point when students have shown exemplary work or effort in a course or are doing unsatisfactory work (below C-) in the grading period. If there are problems in a class, a significant drop in grades or the danger of failure, parents will be notified in such a report, and the student may be required to attend conferencing sessions or to meet with a teacher during a mutual free block. Advisors are encouraged to contact parents should an advisee within a week's time receive more than one note expressing concern about academic work. Students who have been placed on Academic Probation will also be required to attend conferencing sessions.

Transcripts
A transcript of completed courses and credits is maintained for each student. Year-long courses receive one credit; semester courses receive one-half credit; Health 1 and Health 2 each receive one-fourth credit.

Course failures will be recorded on the permanent transcript as an F. Upon the makeup of a failure, the new grade (unless the course is taken pass/fail) will be recorded and calculated in the grade point average. The initial failing grade will not be calculated in the grade point average but will remain on the transcript.

Should a student receive approval from the appropriate department chair to retake a passed course, the higher of the two grades will be reported on the transcript and calculated in the grade point average. The lower grade will be replaced with a P, and will not be considered in the cumulative grade point average. In most cases, only one credit will be granted for the successful completion of a course previously passed. Certain performance-based courses (e.g. Concert Band, Hawken Chorale) may be taken multiple times and earn credit each time. Please contact the Registrar with any questions concerning transcripts.

The Grade Point Average
As part of a student's official transcript, a GPA is computed at the conclusion of each year that includes all courses (excluding PE but including Health 1 and 2). The grade for any course designated as AP or honors will be added into the GPA with a 0.30 bump in the grade on the transcript. GPAs are not computed during the school year, except in the case of seniors submitting mid-year reports to colleges and universities.

Cum Laude & Valedictorian
Hawken maintains a chapter of The Cum Laude Society, which permits us to induct into the Society a number of students who meet our highest academic standards. The National Cum Laude Society allows us to elect a maximum of 20% of the senior class but leaves the specific number up to each school. The annual selection of students begins with the top one-third of the senior class, according to a ranking by un-weighted GPA through the end of the spring rotation of senior year. Students are not eligible for induction during their first year of attendance at Hawken.

Each student selected for induction (a) should have taken a rigorous course of study, incorporating at least 50% of the honors courses available to the student; (b) must have demonstrated academic integrity and good character throughout their Upper School years; and (c) should have attended school an average of at least 94% of all days in which school is in session each year. (Attending school functions such as field trips and special programs counts as attendance at school.)
Inductees are recognized in a special program in June. The Valedictorian is the highest ranking member of Cum Laude at the conclusion of the spring rotation of the senior year.

Commended List
In order to provide more frequent and timely positive feedback and recognition to Hawken students, the Senate implemented a Commended List inaugurated in the spring of 2010. At the end of each intensive, Class Deans will review nominations by faculty covering the previous rotation and intensive, and select up to 20% of each class to be recognized through a formal letter and school meeting announcement for noteworthy achievement, effort, improvement, intellectual curiosity, or consistent excellence in multiple subjects or over extended time. While students may find themselves recognized multiple times throughout their academic careers, multiple consecutive recognitions should not be expected. Preference for consideration will be given to students who did not appear on the most recent Commended Students list. Commendation will not appear on transcripts, although it will be shared with faculty, advisors, and the college office. Deans will announce the names of Commended students at School Meeting.

Academic Probation
When interim grades and end of rotation grades are posted, advisors and Class Deans review the grades earned by every student. The family of a student who has generated a grade point average of 2.0 or below, or who has earned one F grade or more than one D grade will be contacted directly by the student’s advisor to discuss the academic concerns. A conference with parent(s), teachers, advisors and Class Dean might also be arranged. In addition, the family of a student in academic difficulty, as defined above, will receive a letter from the school placing him or her on Academic Probation. This letter will also include a plan to help the student improve academically and a stated goal that the student must meet.

Academic Probation should be taken seriously and might signal questions about the appropriateness of the student’s placement in the Hawken Upper School. A student can earn his/her way off probation by meeting specific expectations as determined by the Dean or Director of Upper School, normally including an improved GPA and no grades below C-. Otherwise Academic Probation can lead to dismissal. Students placed on Academic Probation any time during the first semester will have their re-enrollment contracts withheld.

Academic Integrity
All members of the Hawken School community share accountability for the Purpose, Promise, and Principles of the School. At the apex of this accountability is the practice of academic integrity. Passionate, challenging learning requires that all students do, and seek credit for, their own work. Teachers must provide their students with a learning environment that discourages breaches of academic integrity. They must ensure that their students understand the meaning of plagiarism and of cheating, as well as how such behavior affects school climate. Hawken students, likewise, are expected to practice such integrity by taking responsibility for doing their work without unauthorized aid. Any student who is found to have cheated on any assignment or test should expect immediate disciplinary action ranging from the receipt of a failing grade for that assignment to dismissal from Hawken.

Below are definitions of academic integrity, cheating and plagiarism. Each definition is followed by examples of behaviors that reflect the meaning of the term.

Academic integrity is characterized by honesty and accountability in the learning process. It represents trust and a clear understanding among all members of the community – between students and teachers, and among students – of the individual and mutual responsibility for curtailting cheating behavior.

Examples:
- Promoting and maintaining a climate that discourages cheating
- Doing your own work without the unauthorized aid of others
- Refusing to allow others to copy your work
- Refusing to give or receive unauthorized assistance and test information
- Refusing to engage in unauthorized collaboration on assignments
- Handing in only material that is the product of your own effort

Cheating
Cheating is giving and/or receiving unauthorized aid on any schoolwork that may be considered in the grading process, including homework, class work, projects and tests.

Examples:
- Copying from another student
- Doing work for another student
- Allowing another student to do or copy your work
- Giving and receiving unauthorized aid on assignments or tests
- Engaging in unauthorized collaboration on assignments or tests
- Giving or receiving unauthorized access to test materials
- Engaging in plagiarism

*Plagiarism*

Plagiarism is a form of cheating that involves taking and/or presenting the thoughts, written work, artistic work, research, etc., of another person as your own.

Examples:
- Taking words or ideas from original sources, including internet sites, without citation
- Incompletely paraphrasing the work of another person so the language is still mostly that of that the original author
- Borrowing another person’s pattern of organization
- Failing to document (cite or otherwise reference) source material

Unintentional or inadvertent plagiarism can be avoided by learning to use a proper method of documenting source material (MLA, APA, Chicago, etc.).

In researching possible breaches of academic integrity, Hawken School reserves the right to use services such as Turnitin.com.

**Hawken Integrity Council**

The Hawken Integrity Council (see Appendix A) is a body comprised of students and faculty whose purpose is to ensure that academic and personal integrity are clear and prominent values in the Upper School culture and that accused students and students who are victims of infractions are heard promptly and treated compassionately and fairly. The Council is specifically aware of the needs for efficiency and confidentiality in its proceedings.

The Council:
- values honesty, responsibility, social maturity, and trust; models a collaborative rather than adversarial relationship among students, teachers, parents, and administrators; and is designed to ensure that the disciplinary process is one that all can trust and respect.
- makes clear to all constituencies, especially new students and faculty, the nature of academic and personal integrity as it is valued at Hawken, the various kinds of breaches of integrity, and the process for handling violations.
- establishes programs, policies, and guidelines for the encouragement of integrity at Hawken;
- affirms existing guidelines for the reporting of disciplinary offenses and establishes guidelines for its own hearing procedures.
- reviews cases referred by the Director and Deans. Appropriate cases include serious disciplinary infractions as well as first time offenses involving breaches of integrity, including cheating, dishonesty, plagiarism, and lack of responsibility to self or others.
- recommends, by consensus, consequences to the Upper School Director for violations. Recommendations involving the separation of a student from the school shall be made to the Head of School who shall have final authority in such matters.
Senior Academic Policy

All financial obligations to the School must be satisfied in order for a student to: a) take part in commencement; b) receive a diploma.

In addition, in order to graduate, seniors:
- Must pass all required courses
- Must pass all courses taken to fulfill a departmental requirement
- Must pass all courses taken to fulfill the minimum five units of credit for the year
- Must meet minimum standards for performance and/or attendance in the spring intensive

Students Applying to Programs Outside of Hawken

Students wishing to study outside of Hawken for an extended period to attend an off-campus educational program for a semester or a full year, with the intent to return to Hawken at the conclusion of the program (including a senior intending to be away but return for graduation), must obtain permission in advance of applying to the program. Examples of such programs including School Year Abroad, Mountain School, Island School or CITYterm. To qualify for Hawken credit, the program must be approved by Hawken School.

Students must notify Hawken, via the Registrar, of their intention to apply to an outside academic program. This notice should occur by January 15 of the academic year prior to the desired semester/year away, and in advance of any outside application being submitted. Hawken also requires that all students submit in writing a description of the off-campus program, an outline of any coursework a student would undertake, as well as the length of time a student wishes to be off-campus.

Students will be charged an administrative fee to cover costs associated with their absence. Payment of this fee will reserve a space for the student upon his/her return to Hawken assuming that the student has left the off-campus program in good academic and social standing. Students interested in pursuing this option should review the full policy as posted on HawkNet.

Note Regarding Optional Trips

Optional, not for credit trips must be paid for separately by parents. Students may not participate in optional trips unless their tuition and fee accounts are current.

Note Regarding Summer School Courses

In general, students will not receive graduation credit for summer academic courses. Exceptions to this policy vary by department. Questions regarding this policy should be directed to Academic Department Chairs.

The Academic Day

Mondays, Tuesdays, Thursdays and Fridays: 8:05 a.m.–3:20 pm
Wednesdays: 9:00 am–3:20 pm
The schedule during Intensives may be modified but will be announced well in advance.
Athletics

Governing Bodies
Our students compete through the Ohio High School Athletic Association. Hawken abides by all rules and regulations that have been established by the OHSAA. Hawken is one of 18 schools in the Chagrin Valley Conference. Hawken also abides by the rules and regulations that have been established by the CVC.

Purpose
The purpose and goal of athletics at Hawken is to provide a program that will allow students to learn the lifelong value of involvement in sports, the values of good sportsmanship, personal commitment, physical activity, teamwork, skill development, sacrifice, decision-making and an appreciation for the notion that participation in athletics is a privilege.

Athletics Offerings
Hawken offers the following athletics teams:

- **Fall:** Football, Cross Country, Field Hockey, Golf (B&G), Tennis (G), Volleyball, Soccer (B&G)
- **Winter:** Swimming (B&G), Basketball (B&G), Wrestling
- **Spring:** Track (B&G), Softball, Tennis (B), Lacrosse (B&G)

Note: Freshmen and junior varsity teams exist in many of the sports listed. Please direct questions regarding athletic teams to the athletic department.

Athletic Eligibility
To remain eligible for athletics participation, the Ohio High School Athletic Association requires that a student pass five full-credit courses at the conclusion of each quarter. If a student is passing fewer than five full-credit courses, he/she becomes ineligible for the following quarter. This applies to all Hawken sports whether OHSAA sanctioned or not. Students may not participate in a sport without having had an annual physical and without a medical release on file with the school nurse.

Athletic Handbook
For more detailed information on athletics department rules, regulations, and expectations, please refer to the Student/Parent Athletics Handbook available from the Athletics department and at www.hawken.edu/athletics.

College Counseling
Students are urged to become familiar with the useful resources in the College Counseling Office located on the second floor of the White House.

Approximately 100 college representatives visit Hawken from September through November and are available to students. Usually, seniors are given permission to miss class for meetings; juniors are encouraged to attend when possible. Students must inform their classroom teacher in advance when they plan to miss a class to meet with a college representative. The times and names of college representatives who will be visiting each week are posted on the bulletin boards in the College Counseling Office and Pronto Room. This information, including college fairs and college nights in the Cleveland area, can also be found on Family Connection/Naviance.

We recognize the value of visiting colleges and urge that visits be planned carefully without unduly interfering with schoolwork. Exploratory visits to colleges should be made during spring break of the junior year, in the summer between the junior and senior years, and vacation days throughout the senior year. Any visits during the school year must be preceded by a completed planned absence form approved by College Office and the Class Dean. Otherwise, the absence will be considered unauthorized and will count toward the total number of absences for the student. Absences from classes can have a significant impact on a student’s learning and can negatively affect his or her grades. We therefore limit the number of authorized planned absences to two in the junior year and three in the senior year, barring circumstances deemed special by the College Office in consultation with the Dean of Students and Assistant Director for Teaching & Learning.
The college counselors will meet with students and their parents to assist in the college search and application process beginning in January of the junior year. Students must be aware of, and meet, deadlines, and take initiative in the college application process. Please check the college counseling website for important dates and other information about college-related testing (including PSAT, SAT, SAT Subject Tests, ACT, AP Exams).

Advanced Placement (AP) Examinations
Test Dates: May 1-12, 2017

Students enrolled in Advanced Placement (AP) classes are required to take the appropriate AP exam, which may earn them college credit. AP exams are administered at Hawken during the first and second weeks of May. Students must register for 2017 AP exams with the College Counseling Office during the two weeks before spring break. Individual teachers of AP classes and the college counseling office will make students aware of the opportunity to register for AP exams. Students are excused from classes only during their exam times.

Student Life

Student Conduct
The rules and expectations for student conduct at the Upper School reflect the School's belief that adolescents prosper best in an atmosphere of trust, courtesy and respect for the rights of others. In the process of a student's developing a mature sense of responsibility, his or her freedom must be tempered by firm, clear limits for conduct. The School's intentions are always to instruct and encourage students, never merely to restrict or penalize. Students should be accountable for their decisions and actions. At the same time, they deserve reasonable opportunities to learn from their misjudgments. Students can expect to be listened to, to be respected as individuals, and to receive an explanation of decisions made regarding their welfare. In return, it is expected that students will behave responsibly and operate within the community's expectations. Honesty, openness and respect constitute core values at Hawken. Their maintenance is the responsibility of everyone.

The School insists on respect for property. We will not tolerate theft, vandalism, or other abuse of school property or the property of individuals.

We value highly the integrity of every individual. As a result, we will not tolerate any form of harassment, (both on-campus and off-campus) including but not limited to hazing or bullying—physical, psychological and/or virtual. Any incidents will be treated seriously.

We will not tolerate gross misconduct of any kind that has an adverse effect on the Hawken community, whether or not such misconduct occurs on- or off-campus.

Honesty is a core value of the Hawken community. Students are expected to respond to adults in an honest, forthright manner.

Membership in the Hawken student body is an opportunity, not a right. Students who fail to take advantage of that opportunity and/or who infringe upon the rights of others may be required to withdraw.

Boundaries of Responsibility (Proximity Rule)
Hawken School recognizes that an individual’s responsibility for the community extends to include both active and passive participation. It is not enough to stand idly by while the safety, integrity or dignity of others is put at risk. In situations involving wrongdoing, community members have a responsibility to act. Action includes direct intervention, speaking up to call out a wrong, or telling an adult. If this responsibility cannot be met students must remove themselves from situations involving wrongdoing as long as they can do so without endangering self or others. Students who are in the presence of wrongdoing are accountable for their choices.

This expectation emphasizes education on ethical decision-making, not punitive responses, and could result in students being asked to explain their choices to Deans and/or the Hawken Integrity Council (HIC). However, where students' failures to act or
Hawken offers school-wide education regarding decision-making and personal responsibility through the Peer Leadership program, a Required Health course, and additional programing during the year.

Although the School wishes to prevent any abuse of alcohol and other drugs through education, the School must also be clear about the consequences of the use of alcohol and other drugs. Students may not possess, use, transmit, sell, conceal, or be under the influence of alcohol, marijuana, or non-prescribed drugs; this policy also includes the abuse of any prescribed drug. The School assumes jurisdiction with respect to this rule when the student is on campus at any time, on the way to campus, off campus at a school-sponsored function or senior lunch, on a school bus, or during an unauthorized absence from campus. Lastly, any alcohol or other drug abuse that occurs off campus, but which discredits the School or negatively impacts other Hawken students, could result in a disciplinary response. It is also a violation of policy for any student to facilitate another student’s disregard for this policy. Tobacco use is prohibited on school property and at school-sponsored events.

Voluntary Disclosure
In the event of a student or his or her family voluntarily disclosing problems related to alcohol or other drug abuse not related to a disciplinary event, the School will make every effort to work cooperatively to assure that the student receives support, intervention and any other care that will enable the student to return to a healthy condition.

Student Attendance
The administration and faculty at Hawken expect students to attend class fully each day; we place an emphasis on learning in the classroom. Being present as active learners, being collaborators with peers, and developing a rapport with faculty to enhance learning through discussion and exploration are hallmarks of Hawken’s educational mission. It is with these thoughts in mind that Hawken has developed an attendance policy that aims to ensure that students are in class as much as possible to maximize learning while providing some flexibility to accommodate extracurricular opportunities. A total number of absences in individual courses will be tallied for each student. Students risk losing course credit for the semester after they miss a total of 8 classes in the rotation or 3 classes (full days) in the intensive. All absences (authorized or unauthorized) count toward the total number of missed classes in a course with the single exception of approved field trips.

Please see Appendix B for more details about the attendance policy, planned absence forms, what qualifies as an authorized or unauthorized absence, how to make up work and consequences associated with authorized and unauthorized absences.

Late Arrival and Early Dismissal Policies
If students arrive to school late, it is mandatory that they sign in with the Assistant to the Deans and also see any teacher whose class was missed. If the Assistant is not at her desk, there should be a dean in the vicinity of the café with whom students may check-in. Students who are late must either have a parent call or submit a note from a parent to the Assistant to the Deans. Failure to call will result in unauthorized absences from class.

Should a student need to leave school before the end of the school day, the student’s parent or guardian must inform the school. It is mandatory that students sign out with the Assistant to the Deans when it is necessary for them to leave early. If the Assistant is not at her desk, there should be a dean within the vicinity of the café with whom he or she can check-out. Failure to secure permission prior to early departure or to secure a note in the case of an appointment will cause the absence to be treated as unauthorized—regardless of the reason for leaving. Unless excused by a parent (with notification of the Class Dean), students are to remain in school until the end of the school day.

Students must arrive at school no later than 10:30 a.m. or the beginning of their first scheduled class of the day, whichever occurs later, and attend all classes in order to participate in any extracurricular activities on that day. These activities include, but are not limited to, athletics, clubs, rehearsals, and performances. Seniors may sign out for lunch each day providing the Class Dean and the Assistant to the Deans has the parental permission on file. Seniors are allowed to drive off campus and may be gone for a total of eighty minutes. Seniors may also sign out at the beginning of the afternoon break, provided that they have no school obligations for the remainder of the day. This privilege may be rescinded should the proper procedure not be followed. The out to lunch and leaving at the beginning of the afternoon break privilege applies to juniors after Spring Break.
Unauthorized Tardies/Absences

Punctuality is an expectation we have for all members of the community. Being on time for School Meeting, a time where the community gathers, is essential, but throughout the course of a semester there may be extenuating circumstances that contribute to tardiness. Students are allowed 5 unauthorized tardies (sometimes recorded as absences from School Meeting) in a semester. Should a student accrue more than 5 in a semester, an appropriate consequence will be assigned for each additional tardy/absence.

Departure from School

Upper School faculty members are on campus at least until 4 p.m., although faculty members often remain in the main building until 5 p.m. Since our maintenance staff is not expected to supervise students, students who are not involved in an activity or sport under the guidance of an assigned teacher, can be unsupervised. Students not involved in a supervised activity should be picked up from school no later than 5:30 p.m.

Dress Code

Hawken School’s dress code is intended to maintain decorum while allowing for individual expression of taste and style. The dress code is divided into two categories: Typical School Day and Dress-Down Day.

Typical School Day (Monday – Thursday)

*Meets Dress Code (Monday – Thursday)*

- Clothing that is neat, clean, and in good repair, which means that fabric has no frayed edges, tears, holes or stains.
- Dress typically worn is the following:
  - Dresses, skirts, blouses, dress shirts, collared shirts, sweaters, turtlenecks and sweatshirts.
  - Dress pants, trousers/slacks, khakis, corduroys, cargo pants, and shorts.

- Clothing that fits well.
- T-shirts and sweatshirts are acceptable if they bear the name of accredited universities or Hawken School.
- Dress must reflect modesty, which means that shirts must not reveal midriffs, cleavage, or undergarments.

*Does Not Meet Dress Code (Monday – Thursday)*

- Neither hats nor hoods may be worn in school buildings during the school day.
- Spaghetti-strapped tank tops, tube tops, halter tops, or anything that is low-cut or reveals the midriff area are not permitted.
- Shorts, tunics and skirts must meet the “fingertip rule” which means that the length of these items must be no shorter than the tip of the middle finger from relaxed extended arms at the side. Other metrics that can be used are the minimum of a 5” inseam for shorts, or mid-thigh for tunics, skirts and shorts.
- Visible undergarments, and low cut tops are not permitted.
- Leggings, “jeggings” or Yoga pants can only be worn under clothing (skirts and tunics) that meet the “fingertip rule” or the other associated descriptions.

- Clothing must not contain inappropriate messages of any kind, including alcohol, drug and tobacco references, sexual innuendo, or other offensive material.
- All denim, regardless of style, cut or color is not permitted.
- No athletic or exercise wear including sweatpants, warm-ups, yoga pants or dri-fit material t-shirts

Dress Down Days (Fridays, Service Days or Exam Periods)

*Meets the Dress Code*

- All of the above for the Typical Dress Code plus the following:
  - Denim (including blue jeans) and sweatpants that are in good repair.
  - Athletic apparel.

*Does not meet the Dress Code*

- Neither hats nor hoods may be worn in school buildings during the school day.
- Spaghetti-strapped tank tops, tube tops, halter tops, or anything that is low-cut or reveals the midriff area are not permitted.
• Shorts, tunics and skirts must meet the “fingertip rule” which means that the length of these items must be no shorter than the tip of the middle finger from relaxed extended arms at the side. Other metrics that can be used are the minimum of a 5” inseam for shorts, or mid-thigh for tunics, skirts and shorts.
• Visible undergarments, and low cut tops are not permitted.
• Leggings, “jeggings” or Yoga pants can only be worn under clothing (skirts and tunics) that meet the “fingertip rule” or the other associated descriptions.
• Clothing must not contain inappropriate messages of any kind, including alcohol, drug and tobacco references, sexual innuendo, or other offensive material.

There are some days during the school year that will require students to dress in more formal attire. These are days where the community gathers to celebrate the achievement of its members. Such celebrations include Cum Laude, Awards Day, Senior Breakfast and athletic banquets.

A dress code that values individuality will always involve some subjectivity; fair enforcement depends on community cooperation. Should any adult determine that a student’s clothing violates the dress code, that student will report to the Class Dean for further discussion and possible disciplinary action. It is entirely the prerogative of the Class Dean to determine whether a student’s dress violates the dress code. If the student is deemed to be out of dress codes, Deans may require the student to change into more appropriate clothing. When asked to change, students will not be allowed to class until that change is complete. Should a missed class result, it will be considered an unexcused absence. When in doubt about whether their clothing is within the dress code, students are encouraged to make a more conservative choice. Class Deans will send notes home for each infraction and will assign detentions for students who have repeated dress code infractions.

With at least 48 hours notice, athletic teams may request permission from the Dean of Students to wear game jerseys on special game days. Faculty members may also request permission for students to wear jeans should school-related activities require more casual dress.

Conduct—Expectations
At Hawken, students are expected to conduct themselves in a mature and sensible manner. Some of the expectations are:
• Students may not leave the campus at any time without authorization from the main office and notification from a parent. Seniors may leave only if a permission slip is on file with the School and with the permission of the Class Dean. The School takes seriously its responsibility to know where students are during the school day. When not in a school building, on a visible playing field, or on a school-sponsored excursion, students must sign out (see absence section for additional information).
• After arrival at school, students may not be in any parking lot without permission from their Class Dean or the Assistant to the Deans until their departure for home after 3:20 p.m.
• Students must stay clear of the maintenance garage, well houses, and electrical stations. These areas can be dangerous.
• Food is permitted in classrooms, only with permission from and under the supervision of an instructor. Students may only have food in the common areas in and around the café on the first floor of Stirn Hall, if the floor is a hard surface; eating and drinking is restricted from any other common areas in the building. If students fail to meet the responsibility of cleaning up any mess resulting from eating or drinking, this privilege may be revoked at the discretion of the class deans, either for a specific area or the school at large, either for individual students, classes or for the entire student body, either for a short period or for the remainder of the year. To minimize problems, because it tends to create a lot of mess, ice cream is not allowed in the school building. Neither dishes nor utensils from the White House should come into the building. Students should drink from cups or water bottles with lids or screw-on tops to minimize spillage. When such accidents occur, students are expected both to notify maintenance and to assist with cleaning up. Gates Mills is intended to be a nut-free campus. The school does not serve items containing peanuts or tree nuts in the cafeteria and we ask students and their families not to bring items containing peanuts or tree nuts to campus, even if kept in their lockers or backpacks.
• The A.C. Lobby is a main social area for students. Students must keep it clean and be mindful of arts classes in session as well as other people walking through the area on their way to the White House. The learning commons, adjacent quiet rooms, and empty classrooms should be reserved for quiet study. Halls and stairways should remain uncongested.
• Students are expected to use good manners in the dining rooms and to keep the tables clean. They should be courteous toward the people who provide lunch.
• Overt and public displays of affection may be embarrassing to others and are not suitable for a school setting.
• Students must respect the community’s need for quiet – loud behavior that prevents others from the work of education is disrespectful and if repeated or particularly insensitive, may result in disciplinary consequences.
• Students should use decorum on the bus and be courteous toward the drivers.
• Students are always expected to respond to questions posed by adults in an honest, forthcoming manner.
• Gambling is not permitted on campus at any time.
• Talking on cell phones is prohibited during the school day without permission from an adult. Violation of this rule may result in confiscation of the cell phone. Students may use their phones for texting and music during the academic day during free time. Students should refrain from texting while walking in the halls and they may not wear ear buds while walking in the halls. This is designed to create an environment of community and interaction rather than isolation.

Unauthorized or Unsupervised Activities
All student events and activities held on the Upper School campus must first be cleared with the main office. Only activities that are specifically approved by the Upper School administration and supervised by personnel appointed by the Upper School administration are considered Hawken-sponsored events, regardless of whether the activity occurs on or off Hawken grounds.

Technology at Hawken
The use of technology, both inside and outside the classroom shall be guided by the values of the Hawken Integrity Code -- justice, compassion, fair play and respect for the rights, work, ideas and dignity of all. Members of the Hawken community are expected and required to refrain from actions that are illegal (such as libel, slander, vandalism, sexual harassment, theft, plagiarism, inappropriate access), or unkind (such as personal attacks, invasion of privacy, injurious comments) in all their activities, including the use of technology.

Appropriate use of technology in a classroom is entirely the prerogative of the classroom teacher, who can craft policy for what devices and programs may be used, how they may be used, and when they may be used. As long as teachers have made their expectations known, students must respect them. Inside and outside the classroom, the use of technology must adhere to the policies outlined in the Technology Acceptable Use Policy (see Appendix) and must respect the shared nature of School resources. This policy applies to all technology resources, including but not necessarily limited to: computers, phones, video equipment, copy machines, PDA’s, and information storage devices.

Students bringing personal technological devices to school are expected to conduct themselves in accordance with School policies. Students may not connect personal devices to the network without permission from the Technology Department. Incidental personal use of the school’s technology resources must not interfere with the community member’s performance or with the community’s ability to use the resources for professional and academic purposes and must not violate other school policies or standards of behavior. See the Technology Acceptable Use Policy for more detailed information.

9th Grade Technology Statement
Based on a recognition of the potential of technology to enhance and deepen learning and to make the daily tasks of life easier and more efficient, Hawken embraces technology in a 1:1 program that seeks to take advantage of all that technology has to offer and prepare students for the real world they will encounter when they graduate. However, clearly there are times when technology and learning are not compatible in the best sense. Consequently, beginning in the 9th grade, Hawken seeks to create a culture of responsibility and self-management of technology behaviors, especially during free periods. Hawken aims to limit open non-academic screen time during open bands. We recognize that games, social media and even simple communications platforms such as email and texting can distract and challenge the students for their attention, thus potentially limiting academic performance. Given these concerns, we have created the following expectations for 9th graders:

1. Students may not play computer games during the day, even if they are not automatically blocked by our filter. We expect that students will first learn to manage the rigorous academic requirements of the school before layering in potential distractions non-academic uses of technology can introduce.
2. Use of streaming media should be limited to academic purposes while at school, even during free periods. For example, if students are asked to watch videos on YouTube or a similar platform for a class, we would expect that they do so. However, they should not be watching their favorite drama series in school during free blocks. We strongly discourage the use of Netflix and other popular programming sites especially as students are learning to
manage the academic requirements of the Upper School during their Freshman year.

Ultimately technology, when managed responsibly, can and will be an enabler of deep learning. We believe that students need to be especially diligent in the early years of their Upper School experience to limit in-school technology use to academic pursuits, and we expect them to do so. Those who manage these limitations well typically obtain more sleep and perform up to the School’s high academic standards.

Detention
Instituted as a consequence for lesser offenses, detention is a required “study hall” time for students, held from 3:20 to 4:00 p.m. primarily on Tuesdays and Thursdays. Examples of offenses that may result in the assignment of detention include unexcused absences from class or other school commitments, dress code violations, tardiness to school or class totaling more than five unexcused tardies in a rotation, and disruptive behavior. A Class Dean may also assign work around the school such as AC Lobby or dining hall cleanup in place of or in addition to detention. A work assignment represents the same level of consequence as detention. Multiple assigned detentions within the course of a semester will result in an appearance in front of the Integrity Council. Detentions will be served when assigned and normally take precedent over any extracurricular commitments.

Disciplinary Probation
The Integrity Council may decide to place a student on disciplinary warning in response to a discipline infraction. The status of disciplinary warning is just shy of disciplinary probation, meaning that any further violations of school rules will most certainly lead to that student being placed on disciplinary probation. A student may be placed on disciplinary probation for significant violations of the rules or expectations of the School. If the Integrity Council in conjunction with the Class Dean and Dean of Students determine that the facts are sufficient to warrant consideration of disciplinary probation, this recommendation shall be made to the division director. The division director shall have authority to place a student on disciplinary probation. Students should not expect a Disciplinary Warning before being placed on Disciplinary Probation if the HIC views their offense as egregious. Disciplinary probation is a formal notice that further violations of the rules or expectations of the school could result in suspension or expulsion.

Disciplinary Probation should normally last one calendar year, after which a student will meet with the Director (or her designate) and should expect to return to good standing. This conference will remind the student of the meaning of Disciplinary Probation and encourage reconnection with the community.

Disciplinary Probation is not permanent, but some of its consequences cannot be undone. Our college office, following best practices of the National Association for College Admission Counseling, discloses to colleges when a student has been suspended, dismissed or put on disciplinary probation. We counsel students to disclose the circumstances that led to the status and help them explain both their mistakes and what they have learned. Additionally, a student who has come off of disciplinary probation must still refrain from the behavior that placed them on probation or risk removal from the community.

Students on probation are not in good standing and may not serve as Senators, HIC members, House Leaders, Peer Leaders, team captains or the student leader of the Outdoor Leadership Program. Sitting leaders placed on disciplinary probation must immediately relinquish their positions.

A student’s eligibility to lead a club, serve as a peer tutor or Writing Center Intern, will be decided on a case by case basis by the HIC, recognizing that in some cases students can benefit greatly from the chance to contribute to the school community, but that in some cases their offense makes that leadership impossible.

Suspension and Expulsion
Hawken is committed to maintaining an atmosphere conducive to student learning, achievement and growth. In furtherance of that goal, Hawken expects all students to conduct themselves in accordance with School rules and external law. If a student is alleged to have violated a rule or law, or has otherwise acted in a way detrimental to the reputation and integrity of the School, Hawken reserves the right to remove him/her from class and/or participation in school activities. Removal may be in the form of a suspension (for a fixed period of time), indefinite suspension, or expulsion.

Normally, when there is a possibility of suspension, or expulsion, the following procedures shall be followed:
1. There shall be an initial determination of the facts by the Division Director, Dean of Students, and possibly the Class Dean. The determination shall be based on his/her consultation with faculty, staff, students or others who were involved in or have knowledge about the matter(s) giving rise to the possible suspension, indefinite suspension or expulsion.

2. If the Division Director, his/her designee or the Integrity Council determines that the facts are sufficient to consider suspension, indefinite suspension or expulsion, the Division Director or his/her designee shall make a recommendation to the Head of School, who shall have sole and exclusive authority to suspend or expel a student.

3. Prior to making a final decision regarding the student’s recommended suspension or expulsion, the Head of School or his/her designee shall communicate to the student and his/her parent(s) the potential suspension or expulsion. Such communication shall include an identification of the rule(s) or law(s) alleged to have been violated, the reasons for the possible violation, and the action that the School proposes to take.

4. At the time of the communication, the student and/or his/her parent(s) will have the opportunity to provide the Head of School of his/her designee any information or evidence necessary to rebut or otherwise explain the allegations against the student, and/or to discuss the proposed discipline. Based on a consideration of all of the facts and evidence, the Head of School will then make a decision to suspend or expel the student.

5. The Head of School or his/her designee shall confirm his/her decision regarding the disciplinary status of the student in writing within a reasonable period of time. After the initial communication has been provided and pending the Head of School’s final decision, or the written confirmation of that decision, the student may not be withdrawn from Hawken in order to avoid discipline.

6. Students on suspension (both in school and out of school) are responsible for their academic work. Homework missed during suspension may be due upon return to classes. Assessments (tests and quizzes) and in-class work may be expected to be made up within an extension period equal to the period of suspension. (For example, a student suspended two days may be expected to make up all tests and quizzes within four days of their administration. So if a student missed Monday and Tuesday, a test given Monday must be made up by end of day Wednesday, an in-class activity Tuesday must be made up by end of day Thursday). Faculty are under no obligation to reteach missed material to students who have been on suspension.

In unusual circumstances, at the sole discretion of the administration, a student may be suspended—removed from class—prior to any parental communication. Hawken administration will make every effort to provide timely and appropriate communication to students and their families should disciplinary consequences result in the loss of class time.

Hawken reserves the right to make known to the student body and the Hawken community the disciplinary action taken by the school against a student who has been suspended, indefinitely suspended or expelled. Such communications shall be made solely for the purpose of learning from the incident. By the act of enrolling at Hawken, every student and his/her parent are deemed to understand and agree to these procedures.

Reporting of Disciplinary Incidents to Colleges and Universities

Hawken will report any disciplinary probation, suspension, or expulsion to colleges and universities. Normally, such a report will also include a brief explanation of the circumstances surrounding the incident. Additionally, Hawken will notify colleges regarding like incidents that occur throughout the application process and/or after an offer of admission has been extended.

Application forms ask both students and college counselors to indicate whether or not an applicant has a disciplinary record while in high school. (A direct quote from The Common Application: 1. Have you ever been found responsible for a disciplinary violation at any educational institution you have attended from the 9th grade forward, whether related to academic misconduct or behavioral misconduct that resulted in a disciplinary action? These actions could include, but are not limited to: probation, suspension, removal, dismissal, or expulsion from the institution. If you answered ‘yes’, please attach a separate sheet of paper that gives the approximate date of each incident, explains the circumstances, and reflects on what you learned from the experience. Note: Applicants are expected to immediately notify the institutions to which they are applying should there be any changes to the information requested in this application, including disciplinary history.) Students should also be aware that it is expected for admissions officers to ask a student to report any disciplinary incident directly to them with an accompanying explanation. It is to a student’s advantage, and it is Hawken School’s expectation, that students will respond to such issues honestly and promptly. Since Hawken School is committed to supporting students in the college admissions process, the School will take appropriate steps to ensure colleges or universities have a clear and balanced perspective of the context of the incident(s) reported.
Extracurricular Activities
The following list of activities is a sample of what the School offers:


Senate
The Senate is a legislative body in the School. Its membership consists of 10 faculty, 10 students (two from each of grades 9, 10, 11, 12, two at-large). Two standing committees, Academic and Non-Academic, and occasional ad hoc committees do the behind-the-scenes work. Anyone may belong to a committee without being a senator. Senate elections are held in October (for grade 9) and April (for grades 10, 11, 12). All Senate meetings are open to members of the Hawken community. The Senate will meet every other week. A copy of the constitution and minutes of all prior meetings are available on the Senate bulletin board and/or website.

Assemblies, School Meetings, Advisories, Special Programs
The School meets for programs that fall under five headings:

- Assemblies offer outside speakers, outside programs, musical performances, skits, films, student/faculty presentations, etc. The Dean for Academic Systems coordinates these programs.
- School Meetings are held often to provide an opportunity for the School to gather together as a community. School meetings will usually last about 20 minutes and are internally oriented. Typical meetings include announcements, opinion speeches, skits, etc. House leaders will conduct and coordinate programs in the Kennedy Auditorium.
- Advisories are held as close to weekly as possible for students to meet with individual advisors.
- Class Meetings will be held occasionally to deal with grade-specific orders of business.
- House Meetings will be held occasionally to deal with House-specific orders of business.

Money and Valuables
Students should not bring large sums of money to school. Students should never leave any money or valuables, including cell phones, laptops and other personal technology in unlocked places. If it is necessary for a student to have money or valuables at school, these items should be kept on his/her person or in his/her locker. The School strongly recommends that students bring locks for lockers in the athletic building.

Telephone Messages
We suggest that parents only try to reach their children for relatively urgent matters during the school day. We do want to remind you that students may not talk on their cell phones anywhere on campus during school hours. Students who need to use the phone during the school day may do so at the desk of the Assistant to the Deans, the main office, faculty offices (with permission) or in their Class Dean’s office.

Parking and Driving
Every student who drives to school is required to register any and all cars he/she will be driving to school with the Main Office. All parking stickers must be visibly displayed in the registered car. Designated parking areas are announced at the start of the school year. Generally, underclassmen should park in the gravel lot across from the Sports Complex. The front two and one-half rows in the rear, paved lot of the academic buildings are reserved for faculty/staff and visitors. The remainder of the lot is generally for seniors and visitors. It is the student’s responsibility to know where it is proper for his/her car to be parked. Parking in fire lanes is strictly forbidden at all times. Please abide by the rules on parking areas. Violators could have privileges rescinded. Cars may be towed at the School’s discretion at the expense of the owner.

Perhaps nowhere is proper and safe driving more of a necessity than around school. Speeding or reckless driving on campus at any time is prohibited. Students who drive on campus are subject to additional policies. No students may leave campus in their cars during the school day without authorization from the Assistant to the Deans or a class dean. No student may drive another person off campus without authorization.

Guests
Students are to ask permission of the Dean of Students at least 24 hours prior to hosting a guest. Guests visiting the School should register at the beginning of the day with the Assistant to the Deans. Guests are subject to all policies and procedures during the course of their visit and should accompany host students to classes and all other scheduled daily appointments.

Lockers
For the protection of students’ valuables and for the convenience of storing books and belongings, Hawken tries to provide each student who requests one with a locker and lock. Students are urged to store any valuables in their lockers. All assigned and unassigned lockers are the possession of the School.

Learning Commons
The Library is reserved for study, reading, browsing, and on-line searching by individuals and/or groups. The staff expects that its patrons will treat one another with respect and courtesy and refrain from boisterous conversation. Library users can expect the staff to offer help whenever it is requested.

Library Policies and Procedures
- Library users will need a library card to check out materials
- Borrowers are responsible for all materials that are checked out
- Students will receive an overdue notice when materials are two weeks overdue; a second notice will be sent after four weeks. After that, materials will be considered lost and the borrower will be billed for all replacement costs. At the end of the school year, students will not receive their grades until all materials are either returned (preferred) or paid in full. Seniors may not begin Hawken Project until all of their outstanding library materials are either returned (preferred) or paid in full.
- The loan period for most books is three weeks; magazines circulate for one week except for the latest issue, which does not circulate. Selected DVD's, CDs, some reference books and AV equipment may be checked out for one or two nights or over a weekend and must be returned before the school day begins on the due date. Fines will accumulate for all materials kept beyond the due date.

Gym Use
Activity areas of the gym—the weight room, basketball courts and wrestling room—are for student use only under proper supervision. Such supervision in the wrestling room and basketball court areas must be by a member of the Physical Education Department or a coach. Supervision in the weight room may be by a member of the Physical Education Department, coach or a designated supervisor who has been specifically appointed to serve as a weight room supervisor.

Note: Attempts to enter locked areas of the gym will lead to disciplinary action.

Medication Policy
All medications, prescription and non-prescription, must be administered by the school nurse or a designee of the division director as outlined in this policy.

- A parent or guardian must complete and submit to the School, the student medication form. This must be done prior to any medication being administered. Forms are available in the online forms system. The completed form will provide the following information:
  - Name of the medication
  - Date, dosage and time of administration
  - Duration of administration (day(s), months, emergency use only or as needed)
  - Signature of the parent/guardian and physician (physician signature is required for prescription medication).
- All medication must be brought to school by the parent/guardian in the original labeled container. Medication will be kept in a central location in a locked cabinet and a medication log book will be kept during the academic year.
- Unused medication will be returned directly to the parent/guardian.
- Information regarding student medication will be strictly confidential.
- Parents must notify the School when there are changes that affect a student’s medication.
- Non-prescription medications may be kept with the student for self-administration provided the appropriate medication forms have been completed and are on file in the nursing office.
Lost and Found

Gym - All misplaced articles found in the gymnasium area will be stored in a locked closet and may be claimed from a physical education teacher. All items must be removed from lockers immediately after each sports season and prior to the last week of school in June. Locks will be removed and the remaining articles given to charity after this time.

General - All misplaced clothing and books will be placed in the general lost and found located at the back of the Arts and Communications Lobby. Electronic devices such as calculators, cell phones, USB drives and car keys should be turned in to the receptionist. All items not claimed from the Assistant to the Deans by the end of the day will then go to the main office and may be retrieved from that location. All items must be retrieved prior to the last week of school in June. The remaining articles will be given to charity after this time.
Appendix A

Hawken Integrity Council Constitution (Upper School)

20 April 2004
Amended 8 May 2007
Amended Fall 2007
Revised March 2008

Article I, History
In 1999 the Upper School Director instituted the Academic Integrity Committee to clarify policies and to educate Hawken’s various constituencies about honor in academic pursuits. In 2002 the committee, having investigated the viability of a student-faculty Academic Review Board, had its proposal for such a board passed by the Senate and approved by the school lawyers. The change in Upper School Director, though, caused the tabling of the committee’s approved proposal. In the spring of 2003, the Senate, with the approval of the Upper School Director, charged the committee with expanding its proposal to include non-academic disciplinary infractions. In 2003-04 the committee became a design team, added new student members and the Director, and wrote its proposal for a review board to hear cases in both academic and non-academic matters. The Senate enacted the proposal in Spring of 2004 and the DRB operated until 2008.

In the Spring of 2007, the Senate undertook a review of the DRB. While the review affirmed the good work of DRB members both faculty and student, it also recognized some drift from the DRB’s original intent. With leadership from the Upper School Director, the 2007-’08 Senate undertook a revision of the DRB constitution to better serve its stated purpose. The result, a newly constituted Integrity Council, represents our best efforts toward that end.

Hawken School’s motto, mission statement, and policies set forth the importance of personal and academic integrity; the Council is committed to upholding those principles and policies.

Article II, Purpose
The Hawken Integrity Council’s purpose is to ensure that academic and personal integrity are clear and prominent values in the Upper School culture and that accused students and students who are victims of infractions are heard promptly and treated compassionately and fairly. The Council is specifically aware of the needs for efficiency and confidentiality in its proceedings.

The Council values honesty, responsibility, social maturity, and trust; models a collaborative rather than adversarial relationship among students, teachers, parents, and administrators; and is designed to ensure that the disciplinary process is one that all can trust and respect.

Article III, Powers
The Hawken Integrity Council:

- Makes clear to all constituencies, especially new students and faculty, the nature of academic and personal integrity as it is valued at Hawken, the various kinds of breaches of integrity, and the process for handling violations;
- Establishes programs, policies, and guidelines for the encouragement of integrity at Hawken;
- Affirms existing guidelines for the reporting of disciplinary offenses and establishes guidelines for its own hearing procedures;
- Reviews cases referred by the director and deans for review. Appropriate cases include serious disciplinary infractions (such as those likely to result in consequences beyond disciplinary warning) and also minor infractions (such as first time offenses) involving breaches of integrity, including cheating, dishonesty, plagiarism, and lack of responsibility to self or others. Should the administration choose not to refer a case to the council, the Director or Dean of the student in question will, preserving confidentiality, alert the Council of that process and explain the rationale for that decision.
- Recommends, by consensus, consequences to the Upper School Director for violations. In the event that the director disagrees with the recommendation, the director will meet with the council to come to share his reasoning. Recommendations involving the separation of a student from the school shall be made to the Head of School who shall have final authority in such matters.
Article IV, Structure and Membership
The Council is composed of seven students, three teachers, and when hearing a case, the class dean of the student whose behavior is in question.

Section 1: Student members of the Council.
Three members of the council are elected from the rising senior class, two from the rising junior class, and two from the rising sophomore class. In addition, one alternate from the rising senior, junior and sophomore classes shall be elected to serve on the council when needed. Students will be nominated by their classmates. Nominees will post statements of qualifications and intent. Elections will be held in the Spring.

Students on Academic Probation may not serve on the Council.

Student terms are for one year; students may be re-elected to the Council.

Section 2: Members of the Council from the Faculty and Administration.
The Upper School Director will appoint a faculty chair. The faculty chair will call and facilitate meetings of the Council, and will report regularly to the Upper School Director. The chair is a voting member of the Council. The chair is responsible for regular and ongoing communication of Council work to the community at large.

Two additional representatives and one alternate will be elected from a pool of faculty nominations. When a case is before the Council, the Class Dean of the accused student will serve on the Council.

To qualify, these faculty members must teach the equivalent of three full year classes.

Teachers serve renewable two-year terms.

Article V, General Procedures
Section 1: Meetings are called by the chair or the chair’s designee, in consultation with the Class Deans.

Section 2: After a decision is announced to the School, there are at least two meetings of the Council devoted to debriefing about the decision itself as well as the community response to the decision. The purpose of these sessions is to provide support for Council members, especially the student members.

Section 3: Members who feel they cannot be impartial in a case, or who have a clear conflict of interests, remove themselves from the proceedings. A Council quorum shall be two adults and five students.

Section 4: Non-members, unless appearing before the Council, do not attend hearings; regular business meetings are open to attendance by non-members, unless the chair closes the meetings.

Section 5: All of the hearings of the Council are confidential; all regular business meetings of the Council are public. The Chair or the Chair’s designee will take minutes of regular meetings. Minutes of regular meetings are posted in a public place. Names may be omitted from minutes to preserve confidentiality, where appropriate.

Section 6: Removal of any member results from any breach of confidentiality. Council members may not discuss any past or present hearings of the Council; the larger Hawken community is requested not to ask any Council member about any case; any breach of confidentiality will be treated as a serious disciplinary offense. Additionally, in consultation with the Upper School Director, the Chair may recommend removal of a Council Member for lapses of confidentiality, appearances before the Council, failure to meet Council obligations, or other behaviors interfering with a member’s legitimacy.

Article VI, Hearing Procedures
Section 1: The Chair, along with the Class Dean, presents the case to the Council.

Section 2: To ensure confidentiality, witnesses appear individually before the Council. Similarly, an accused student appears with his or her advisor. The student may choose to include an additional faculty member or administrator in lieu of the advisor. Any person, regardless of relationship with the School, may appear as a witness, provided he or she has testimony relevant to the case. The Chair, in consultation with the Council, calls witnesses.
Section 3: The student may consult with his or her academic advisor or with another faculty member. This chosen advisor is charged with looking after the well-being and honor of the student before, during, and after the hearing. This advisor may also address the Council on the student’s behalf, though the student must also appear before the Council.

Section 4: The Council makes every effort to hear from all parties who have specific knowledge of the case in question. This body is to serve as a review Council, though, and is not an investigative body.

Section 5: The Council reaches its decisions by consensus of its members who have been present through all stages of the hearing process. The Council then decides which member writes the summary of the procedure and the rationale for its decision.

All members of the Council are trained in consensus-building. In the event consensus cannot be reached, the Administration makes the decision.

Article VII, Publicizing Decisions
The Council and the Administration decide together how best to publicize the decision. Both parties work to balance the educational value of discussing disciplinary matters within the community, the student’s need for confidentiality, and the need for transparency in School actions.

Article VIII, Appeals
An accused student may appeal the decision of the Council to the Head of School, who, in any case, has the final word on disciplinary actions taken by the School.

Article IX, Review
The Non-Academic Committee of the senate shall review the operations of the Integrity Council every two years and make recommendations for alterations as needed.
Appendix B

Upper School Attendance Policy

Hawken possesses a unique schedule. Classes are 85 minutes in length and meet on a 7-day rotating cycle. Semesters are divided into rotations and intensives. Rotations are typically 14 weeks in length while intensives are 3 weeks in length. The number of absences allowed in a rotation or intensive before credit in the course is questioned is:

Rotation: 8 days
Intensive: 3 days

During the Rotation or the Intensive, absences fit into 3 distinct categories: exempt, authorized, and unauthorized. Each category provides a clear description of the type of absence and Hawken’s response to each absence.

Exempt Absences:
These are mandatory class field trips that have been approved by The Associate Director of the Upper School (who determines the impact to the overall schedule), in consultation with the Department Chair and the Dean of Students. These absences from class are noted, but do not count against the total number of allowable absences in either a rotation or intensive. Students are required to make up all academic work in a timely fashion by the protocols determined by each department. In most cases, this will not exceed a week’s length of time.

Authorized Absences:
All authorized absences count toward the total number of allowed absences in a rotation or intensive.

In those cases where illness or events preclude a planned absence form, families must notify the school of the absence by 10 am on the day in question.

In cases where an absence is known about in advance by a student and his or her family, a planned absence form must be filled out 48 hours in advance of the absence. Failure to complete the planned absence form will result in an unauthorized absence (see below). Planned absence forms provide student’s name, date(s) of absence, classes missed, and expected return. Faculty will sign the form and the Class Dean will approve the planned absence form. In regards to College visits, the College Office will first approve the absence and then the Class Dean will approve the form. After the Class Dean signs the form, the student will return to the form to the receptionist.

Authorized absences include the following:

- Personal illness
- Medical or dental appointments (note to be provided upon return to school)
- Death in the family
- College Visits (Seniors may miss 3 days & Juniors 2 days)
- Weddings
- Funerals
- Religious Observances
- Chapel Talk/Senior Speech of a friend or family member
- Graduation of a friend or family member
- Major Medical Procedures
- Doctor or dental appointments with an accompanying note
- Hawken extracurricular competitions (i.e. Debate trips, Model U.N. trips, Outdoor Leadership trips)
- Hawken athletic events (i.e. Regular season or State competitions)
- If a student plays on a Premier Team, this may be authorized, if that student plays that sport for Hawken.
- Other national level competitions (i.e. Chess, robotics, sports of various kinds)
It is the responsibility of the student to acquire all assignments and material covered during an authorized absence, and to submit all assignments due during the absence as determined by the department in question. If the absence is planned ahead of time, faculty may request that students complete tests, quizzes, or papers prior to the absence. This completion of material can be determined by department policy and by individual faculty within those departments. In most cases students will not exceed a week’s length of time in completing missed academic work. In-class assignments may be made up at the discretion of the department/teacher, but participation grades may suffer if discussion or group work is graded.

Unauthorized Absences
Unauthorized absences count toward the total number of allowed absences in a rotation or intensive.

The following conditions constitute an unauthorized absence:

- A student skips class
- A parent is unaware of a student’s absence
- A parent is unwilling to take responsibility for his/her child’s absence
- Appropriate forms have not been completed and submitted
- Early departures and late returns from vacation or weekends
- A student has failed to follow the proper procedure for late sign-in or early sign-out.

Homework, projects, tests must be completed on the day of return to school. Academic penalties will be established by department.

In-class assignments and class-participation grades will likely be penalized.

Other consequences might be incurred, depending on the number of unauthorized absences accrued—i.e. withdrawal of academic honors, placement on academic or behavioral probation etc.
Appendix C

Technology Acceptable Use Policy (Upper School)

The Hawken School Computer Network was created to support the educational and professional needs of Hawken students, faculty and staff. The use of the network is a privilege not a right. Hawken regulates the use of its network by principles consistent with: applicable local, state and federal laws, the educational mission of the school, and articulated expectations of student conduct (see the Student/Parent Handbook). This policy applies to all technology resources, including but not necessarily limited to: computers, phones, video equipment, copy machines, and information storage devices. Students found in willful and/or persistent violation of this policy will have their network privileges revoked and may face further disciplinary action.

Aside from government laws, the rules for using the Hawken network are fairly simple. The use of technology, both inside and outside the classroom shall be guided by the values of the Hawken Integrity Code—justice, compassion, fair play and respect for the rights, work, ideas and dignity of all. Hawken network users are expected and required to refrain from actions which are illegal (such as libel, slander, vandalism, sexual harassment, theft, plagiarism, inappropriate access, and the like), or unkind (such as personal attacks, invasion of privacy, injurious comments, and the like). Because the school’s network resources are not unlimited we have also instituted other policies to preserve those resources, such placing limits on use of bandwidth and storage space. (See “Preservation of Resources” below.)

Students are welcome to bring phones and other personal technology devices, but are expected to conduct themselves as if they were using a Hawken-issued device (usage is in accordance with policies outlined in the Student Handbook). In addition, students may not connect to the school’s network without permission from the technology department. All MAC addresses from any network-connecting device must be registered with the tech department in order to gain permissible access to the school network.

Incidental personal use of the school’s technology resources must not interfere with the community member’s performance or with the community’s ability to use the resources for professional and academic purposes and must not violate other school policies or standards of behavior. Hawken’s technology department reserves the right to search the contents of any computer that connects to the school network through cables or WiFi.

Non-exhaustive List of Unauthorized Usages and Prohibited Behaviors

1. **Slander and Libel** - In short, slander is “Oral communication of false statements injurious to a person’s reputation.” Libel is “a false publication in writing, printing, or typewriting or in signs or pictures that maliciously damages a person’s reputation or the act or an instance of presenting such a statement to the public.” (both terms defined in The American Heritage Dictionary of the English Language, Third Edition, Houghton Mifflin, 1992.) In effect, students must remember that material distributed through the Internet is “public” to a degree that no other school publication or utterance is. Any such remark may be seen by millions of people and harmful and false statements will be viewed in that light.

2. **Vandalism and Hacking**- Deliberate attempts to damage the hardware, software, or information residing on the school network or any other computer system attached through the Internet is strictly prohibited. Attempts to violate the integrity of private accounts, files or programs, the deliberate infecting of the network with a computer “virus,” attempts at hacking into any internal or external computer systems using any method will not be tolerated. Any attempt to make the technological infrastructure difficult or inefficient for others to use is a direct violation of this policy. Students may not tamper with any equipment unless employed by the technology department to do so.

3. **Invasion of Privacy** – Users of Hawken’s network are entitled to a reasonable expectation of privacy for their files and email. No user may have access to another’s private files. Any attempt by users to access another user’s or the school’s non-public files, phone, or email messages is considered theft. Any attempts to gain access to unauthorized resources or information, either on the computer or telephone systems of this school or any systems to which Hawken School has access, are prohibited. The systems administrator will access the private files or emails of users only to purge them (see “preserving bandwidth,” below) or in the event of a suspected or proven violation of school rules or expectations.

4. **Unauthorized Use of Software or Other Intellectual Property from Any Source**—Laws, ethics, and common courtesy require proper handling of intellectual property. Software is intellectual property, and, with the exception of freeware, is illegal to use without legitimate license or permission from its creator or licensor. All software loaded on school computers must be
approved by the school, and Hawken must own and retain the licenses for all copyrighted software loaded on school computers. This policy also prohibits students from using Hawken-owned computer hardware for the purpose of copying anyone else's software. Requests for new software should be directed to the school's technology department. Illegal peer-to-peer file trafficking of copyrighted works is prohibited.

Online articles, blog posts, podcasts, videos, and wiki entries are also intellectual property. Students should treat information found electronically in the same way they treat information found in printed sources—which would include properly citing sources of information and refraining from plagiarism of any type.

5. Harassment – Students may not use any of Hawken’s technological resources for the purposes of harassing others, either within the Hawken community or external to the community. Foul and abusive language, the posting of obscene images or texts, posting of information that injures or threatens another, cyber-stalking, sexual comments or images, racial slurs, and any comments that would offend someone on the basis of age, gender, sexual orientation, religious or political beliefs, national origin, or disability will not be tolerated. Students may not spoof or pretend to be someone else using email, social networking spaces, or any other technological means.

6. Inappropriate Access - Students may not use the Hawken network to access or publish inappropriate materials. Inappropriate materials include adult or pornographic content, gambling, documents encouraging violence or illegal acts, weapons, illegal drugs, or other criminal activities. Hawken uses Internet filtering software that tracks all Internet sites visited by students. Violations of this policy are traceable and will likely result in the forfeiture of network access and other disciplinary action.

7. Abuse of Network Resources – Peer-to-peer file sharing, mass mailings, downloading of unauthorized games, videos, and music are wasteful of limited network resources and are forbidden. In addition, the acquisition and sharing of copyrighted materials are illegal and unethical.

8. Unauthorized Printing – Hawken School printers are for the purpose of printing school related documents and assignments. Printers, like other school resources, are to be used in a responsible manner. Cartridges and paper, along with printer repairs and replacement are very expensive. Therefore the Technology Department monitors printing by user. Print jobs deemed excessive and abusive of this privilege may result in charges to the student’s account.

9. Use of Hawken Technological Systems for Commercial Purposes—Hawken's technology resources may not be used for private gain or commercial purposes.

**Preservation of Resources**

All resources are limited; computer resources are not an exception. Each student is permitted reasonable space to store email, web, and personal files. The school reserves the right to limit bandwidth and require the purging of files in order to regain disk space. The use of network resources by students is governed by the same expectations of trust, common courtesy and mutual respect, which govern the school community.

**Additional Questions/Concerns**

Any questions and concerns may be directed to Ryan Wooley, Director of Technology, Library, & Media Services

rwooley@hawken.edu
Appendix D

Technology Acceptable Use Policy (Lower/Middle School)

The Hawken School technology infrastructure was created to support the educational and professional needs of Hawken students, faculty and staff. Technology can facilitate sophisticated and meaningful explorations of academic subjects, and is viewed by the School to be an essential component of our educational mission. However, certain legal and ethical restrictions apply. Hawken regulates the use of its network resources by principles consistent with applicable state and federal laws, the educational mission of the school, and articulated expectations of student conduct (see the Student/Parent Handbook). Also, because technological resources are limited, we must set priorities for their use. Academic work always takes priority over any other use of computer equipment.

*Network Resources* refers to all aspects of Hawken's technological infrastructure, including: owned or leased computers, printers, scanners, other peripherals, email accounts, servers, internet services, network files and folders, and all other technology equipment and services provided by the School. The rules outlined in this document apply to all of Hawken's network resources whether access occurs on or off campus.

When it comes to network resources, Hawken students are expected to conduct themselves in the same way they do in the classroom and elsewhere in the Hawken School community. Users are expected to refrain from actions that are illegal, inappropriate, or unkind. Hawken’s technology department reserves the right to search the contents of any computer, either school-owned or student-owned, that connects to the school network through cables or WiFi. Students found disobeying these guidelines may have their network rights removed and may face further disciplinary action. Any use of technology that affects, or potentially affects, our community on or off campus may be addressed by Hawken administration.

**Email, Network and Internet Guidelines**

Please read the following guidelines and sign the attached sheet in acknowledgement of your understanding of the rules and your agreement to follow them.

*Responsible Use* means that as a student of Hawken School, I promise to use the computers and other resources like the Internet and email with respect and to follow the rules stated below.

**Electronic Communications**

Email messages represent not only me, but also Hawken School. Therefore,

- All of my email messages and/or text messages will be sent under my own name.
- The content of my email and/or text messages will be polite, will show respect for others, and will not contain any inappropriate or abusive language, name-calling, racial, gender or religious slurs, threatening, harassing, or inappropriate information or pictures.
- I will not ask my peers for personal information, including passwords.
- I will not give out my picture, name, address or other personal information on the Internet or through email nor will I give out information about other people.
- I will inform a teacher or administrator immediately if I receive an offensive or threatening email or text communication or one that asks me for personal information.
- I will not respond to any email messages that are disrespectful or make me feel uncomfortable. If I do get such a message, I will tell my teacher right away.
- I will be kind and respectful when engaging in social networking (Facebook, Instagram, Snapchat, Tumblr, etc.), text messaging and video chatting both on and off campus. I also understand that use of these technologies while on campus is not permitted without the prior consent of a faculty member and the technology department.
- I will use caution when opening email and email attachments so that viruses are not spread to the network and other users.
Network
All students, faculty and staff at Hawken School share the Hawken School network. Space is limited and must be respected by everyone. Therefore,

- Since computer game playing is prohibited at school, I will not download games or software from the Internet or personal storage devices to any Hawken School computers.
- I will store my school-related documents to the network and remove them when they are no longer needed.
- I will keep my account information private and will not try to access, remove or damage the accounts and files of others. I understand that if I give my account information to others, I may be held accountable for damages caused by their actions.
- Since Hawken computers are used by others, I will treat them with respect and avoid changing settings or tampering with software that is loaded on them.
- I will be mindful of printing resources and limit my printing to school related items so as not to waste ink, toner, and paper.
- I will not connect to the network with any device without permission from the Technology Department.
- I will not install or use any file-sharing programs or tools to share or receive copyrighted materials.
- I will not use Hawken’s network resources to conduct commercial business
- I will not use collaborative programs (including software and apps) to communicate with my peers, without prior approval from a faculty member and/or the technology staff.

Internet

- I will be careful when using the Internet. Even though access to the Internet is filtered, if I accidentally access an inappropriate Internet site, I will turn off my computer monitor and tell my teacher or another adult immediately.
- I will not obtain or send material that is profane, obscene, or otherwise unsuited to the educational mission of the school.
- I will not directly copy any material that I have found on the Internet and submit it as if it were my own creation (for instance, when doing research or writing a report). Copying work that belongs to another and using it as your own is called plagiarism and is against Hawken School policy (See Parent Student/Handbook).

Hawken email and network accounts and other network resources are not private and may be monitored or viewed by administration, teachers and the Technology Department at any time.