Student/Parent Handbook
2020-2021

Lower School (Toddler – Grade 5)
Middle School (Grades 6 – 8)
5000 Clubside Road
Lyndhurst, Ohio 44124-2595
(440) 423-4446
(440) 423-2123 Lower School Fax
(440) 423-2972 Middle School Fax

Upper School (Grades 9 – 12)
12465 County Line Road
P.O. Box 8002
Gates Mills, Ohio 44040-8002
(440) 423-4446
(440) 423-2960 Fax

Sally & Bob Gries Center for Experiential and Service Learning
10823 Magnolia Drive
Cleveland, OH 44106
(216) 721-9822

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 (WGAR), 105.7 FM (WMJI), 106.5 FM (WMVX)
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School-Wide Notices
The information in this Handbook is meant to serve as a guide for students, parents and faculty. The administration has the discretion to 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.

Email Protocols
Email can be a time saver, but we need to ensure that we don’t attempt to have complex conversations by email. 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 email. 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 emails 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 email. 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 email, 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, gender identity and expression, 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.

Families Working with Schools/Schools Working with Families
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
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.
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.

D. Scott Looney (Leslie Short)
Head of School
(440) 423-2925; sloon@hawken.edu
Mobile: (216) 310-3360

Chuck Debelak (Helene)
Head of School
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Birchwood School of Hawken
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Ryan Wooley (Christina)
Chief Technology Officer
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Mobile: (216) 210-2721
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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Charles P. Cooley, Chair
Samuel P. Gerace, Vice Chair
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Andrew D. Ross, Treasurer
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Michael Graham
Dan F. Grajzl
Kendra C. Howley
John LeMay
Brinton C. Lincoln ’94
James “Deej” Lincoln, Jr. ’91
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Bradley A. Stirn ’68
S. Tucker Taft ’70

**School Community Representatives**
Josiah A. Haas ’99
Alumni Association President
Holly Wiertel
Parents’ Association President
Lower School
440-423-2910

Important Contacts

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sloon@hawken.edu
Overall coordination of education program, Preschool - 12
Financial management
Community relations
Liaison between School and Board of Trustees

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Program
Curriculum and Instruction
Personnel

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Curriculum
Faculty evaluation
Student conduct
Scheduling
Policies and procedures
Calendar of events and assemblies
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Mentoring

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Enrollment, admissions, financial assistance

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Academic Programs and Related Information

Daily Schedule
Lower School drop-off for students begins at 8:00 a.m. for students with last names starting with A-G, 8:15 for students with last names beginning with H-O, and 8:30 for students with last names beginning with P-Z.
At 8:00 a.m. students in aftercare will be dismissed to their classrooms. Children who arrive before 7:45 a.m. must make a reservation through the Early Care program. Every day before coming to school, parents will be asked to complete a temperature check and a screening questionnaire for your children using the app, PikMyKid. Upon arrival, students will also have their temperature taken again by a faculty or staff member at an assigned entry. Students that arrive by bus, or before 8:00 for Early Care will also have their temperature checked upon arrival. All students arriving at or after 8:45 will need to enter through the main entrance to the Lower School. They will have their temperature taken at that time as well. Any student with a fever (temperature of 100 or higher) will not be allowed at school.

Daily schedules are as follows:

<table>
<thead>
<tr>
<th>Class</th>
<th>Time</th>
<th>Days</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preschool 3-day program</td>
<td>8:30 a.m. – 11:00 a.m.</td>
<td>Monday-Wednesday</td>
</tr>
<tr>
<td>Preschool 5-day program</td>
<td>8:30 a.m. – 11:00 a.m.</td>
<td>Daily</td>
</tr>
<tr>
<td>Lunch and afternoon enrichment</td>
<td>11:00 a.m. – 2:50 p.m.</td>
<td></td>
</tr>
<tr>
<td>Pre-Kindergarten</td>
<td>8:30 a.m. – 11:30 a.m.</td>
<td>Daily</td>
</tr>
<tr>
<td>Lunch and afternoon enrichment</td>
<td>11:30 a.m. – 2:50 p.m.</td>
<td></td>
</tr>
<tr>
<td>Kindergarten</td>
<td>8:00 a.m. – 3:00 p.m.</td>
<td>Daily</td>
</tr>
<tr>
<td>Grades 1-5</td>
<td>8:00 a.m. – 3:00 p.m.</td>
<td>Daily</td>
</tr>
</tbody>
</table>

After school enrichment classes are available, virtually, for children in pre-kindergarten through fifth grades. Childcare is available for students in grades PS – 5 from 2:50-6:00 p.m. through reservation only.

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 $12. 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 2:50 to 6:00 p.m. through reservation only. The cost is $12 an hour. In addition to engaging in games, projects and outdoor play, children will be provided with a snack.

- Students who are collected after 6:00 p.m. will be billed at a rate of $1.00 per minute. Parents/guardians who are consistently late collecting children will be asked to meet with Division Director and/or the Director of Auxiliary Programs to discuss possible consequences.
Human Performance
Students are expected to participate in all scheduled recesses and human performance classes 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 human performance 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 human performance 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 human performance 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 human performance classes, to students in kindergarten through fifth-grade swimming classes, and to students participating in athletic period activities.

The School provides all the necessary equipment for our human performance 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 human performance 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 for updates in November, March and June. 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 29 and Friday, October 30
- Thursday, February 4 and Friday, February 5
- Thursday, May 27 and Friday, May 28 – 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. The Lower School faculty encourages all children to read daily for pleasure. 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. Students in grades 4 and 5 are also expected to practice their musical instrument for at least 15 minutes on a daily basis.

Library Policy
Due to COVID-19 protocol, library usage and book check-out will be limited this year. Students will be able to reserve books for check-out through the school librarian. They will also have access to a volume of e-books and digital resources.

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 coordinator 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 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 assessment strategies are used in the Lower School to determine student growth and to inform instruction. They include but are not limited to:

- Fountas and Pinnell reading assessment 3 times per year
- A comprehensive standardized test that measures school achievement in verbal and quantitative reasoning for students in grades three through five.
- Pre-assessments in a variety of content areas to identify areas for growth and areas of strength
- Informal formative assessments as checkpoints throughout units of study
- Performance based summative assessments to determine student understanding of big ideas, as well as development of knowledge and skills
- Anecdotal observations linked to the econtinuum
● Updates of the econtinuum 3 times per year with 15 anecdotal observations yearly, highlighting student growth over time
● Student self-reflection

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 continued success at Hawken School depends on active participation in class discussions, demonstrations and group projects. 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 must have information regarding daily transportation changes. Dismissal changes should be made on the PikMyKid app 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. All students will eat lunch in their classrooms.

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 items, such as foods containing nuts or nut products, 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 Casey St. Laurent 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 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 or tears
Halter/tank tops
Any clothing with spaghetti straps
Shirts with logos or writing larger than the size of a fist
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. Outdoor 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. All students are expected to dress for outdoor recess by bringing appropriate outerwear to school during winter months.

Dress Down Days
Dress Down Days are held 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.

Dress for Special Occasions
For special events at school or certain field trips students are expected to wear appropriate clothing for the occasion. On these days, more formal dress is required. On other occasions, students may be outdoors for an extended time and will need to dress accordingly. 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
  - Taking a break inside or outside of the classroom in a designated area
  - 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
- Taking a break 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 refer to the Healthy Hawken Restart guide for specific protocols regarding COVID-19.**

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 to the extent that is reasonably possible. 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.
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
Due to Covid-19 protocols, we will be limiting the amount of visitors in the building, including parents. Early childhood parents and caregivers may enter the building to pick up, or drop off, their children. Lower School parents, caregivers, and visitors must make prior arrangements in order to enter the building.

Special Events
Assemblies
Lower School students in grades one through five attend virtual assemblies every other Monday from 9:00 – 9:30 a.m. The children take turns providing the programs, which usually have a dramatic or musical format with a connection to curricular content.

Birthdays
Setting time aside for each child’s birthday is a usual classroom practice in kindergarten-5th grade, 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. Also remember to include an ingredients list for any food coming into the classroom from an outside source. Students in Toddler, Preschool, and Prekindergarten are not to bring birthday treats from home due to various food allergies.

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 24 for grades PS-5.
Middle School
440-423-2920

Important Contacts

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, Associate Head of School for Program
(440) 423-2092; glibb@hawken.edu
Program
Curriculum and Instruction
Personnel

Michelle Harris, Director of the Middle School
(440) 423-2933; mharr@hawken.edu
Program and Policies
Curriculum and Scheduling
Faculty evaluation
Parent Partnerships
Middle School Calendar

Erin Thomas, Assistant Director of the Middle School
(440) 423-4446, Ext. 471; ethom@hawken.edu
Student Life
Chapel Schedule
Advisory Program
New Faculty Support

Gregg Moses, Middle School Counselor
(440) 423-2922, Ext. 493; gmose@hawken.edu

Vonceil Strobel, Coordinator of Academic Support and Middle School Learning Specialist
(440) 423.2078
vstro@hawken.edu

Middle School Program Deans
6th Grade: Tami McDaniel
7th Grade: Erin Ginsburg
8th Grade: Peter Thomas

Middle School Student Life Deans
6th Grade: Laura Staufer
7th Grade: Lynne Petkovic
8th Grade: Princess Harrison

Kathy O'Neal, Assistant Head of School for Enrollment Management
(440) 423-2992; 423-4446, Ext. 213;
konea@hawken.edu
Upper School admission, applications, financial assistance

Denise Frazier, Associate Director of Athletics, Lyndhurst Campus

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

Greg Marmaros, Associate Director of Athletics, Lyndhurst Campus

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

Daily Schedule
8:05 a.m. – 3:10 p.m.

Middle School students should **arrive by 8:00 as we will begin our day promptly at 8:30 on Monday, Tuesday, Thursday, and Friday.**

Every Wednesday will be a “**Late-Start**” **Wednesday** which faculty members will use for team, department, and planning time. **Students should be at school no later than 9:00 AM on Wednesdays for 9:30 AM classes.** However, students are welcome to arrive at the Middle School anytime from 7:30 – 9:00 AM on Wednesdays and supervision will be provided.

Student Attendance
In large part, Hawken's educational 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 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 of such absences as soon as possible by a parent or guardian.

Examples of potential excused planned absences include:
1. Weddings
2. Funerals
3. Bar/Bat Mitzvah
4. Graduation
5. Religious Holidays
6. Major Medical Procedures
When possible, parents should contact the Middle School Office at least two days in advance of the absence. Students may not excuse themselves. Once contact is made, the Middle School Director will 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. Students attempt to “excuse” themselves from school
2. A parent is unaware of a student’s absence.
3. A parent is unwilling to take responsibility for their child’s absence.
4. The School has determined the absence to be inappropriate.
5. 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 meet with any teacher whose class was missed as a result of the absence. Students who leave school early must have parental permission and sign out in the Middle School office. As well, parents are required to communicate with the School in advance students’ early departure. The School will determine whether the early dismissal is excused or not. Failure to secure permission prior to early departure will cause the absence to be treated as unexcused—regardless of the reason for leaving.

**Excessive Tardiness or Absences**

The School may determine that a student’s excessive tardiness or absences (excused and/or unexcused) compromise good standing. Excessive tardiness or absence will result in a meeting with School Administration as well as possible disciplinary consequences, including Disciplinary Warning or Probation. Continued violation of attendance expectations, especially following disciplinary consequences, may call into question a student’s potential for advancement to the next grade level.

Students must arrive at school no later than 10:00 a.m. and attend all classes in order to participate in any extra- or co-curricular activities on that day. These activities include, but are not limited to, athletics, clubs, rehearsals, and performances.

**Dress Code**

The Middle School dress code at Hawken is gender neutral and strives to value students’ self-expression, comfort, and community norms. We expect students’ choices to reflect respect for themselves, others, and our learning environment while allowing for individual expression. Of course, a dress code that values individuality will also involve some subjectivity, and enforcement will depend heavily on cooperation between students, faculty, and parents. Should a Middle School teacher or administrator determine that a student is out of dress code, that student will report to the Grade-level Student Life Dean for further discussion and a resolution. Students with repeated dress code violations will be referred to the Director of the Middle School and may receive a formal Disciplinary Warning status. It is entirely the prerogative of Hawken School to determine whether a student’s attire violates the dress code.
The following guidelines should help parents and students understand and meet the standard of acceptable attire in the Middle School:

The Middle School Dress code is divided into three categories: Typical School Day, Spirit Day, and Dress-Up Day.

Typical School Day Dress Code Examples:
Clothing must be neat, clean, and in good repair, which means that the fabric has no frayed edges, tears, holes or stains.

- Examples include: Pants/trousers/slacks, khakis, corduroys, denim (not blue jeans, but other colors are acceptable) cargo pants, leggings, that do not include semi-transparent panels, stripes, cut-outs, or sheer fabric; trainers, dress shirts, collared shirts, blouses, sweaters, turtlenecks, and sweatshirts. Shorts, skirts, and dresses that are fingertip length
- Clothing should be comfortable and fit well.
- T-shirts and sweatshirts are acceptable if they bear the name of Hawken School or other appropriate logos or images on the front or back of the shirt.
- Hawken hooded sweatshirts are allowed. No other hooded tops are allowed.
- Dress must reflect modesty; Undergarments should not be visible, and shirts must not reveal stomach/midriffs, or cleavage.

FOOTWEAR:
- Student must wear closed-toed shoes while in science and computational thinking classes, and in the Innovation Lab

Typical Spirit Dress Down Examples:
- All of the above for the Typical School Day Dress Code plus:
  - Blue jeans
  - Any hooded tops
  - Athletic apparel

Remember, even on Spirit Days, clothing must be neat, clean, in good repair--i.e., free of rips, and tears.

Dress Up Days:
There are a few days during the school year when students will be required to dress in more formal attire, such as when the community gathers to celebrate an achievement, or when we travel to special off-campus venues.

Please avoid:
- Flip flops, Slides, and any footwear meant for “at-home use, such as “slippers”
- Wearing hats and hoods during the school day;
- Sleepwear;
- Visible undergarments;
- Clothing that contains inappropriate messages of any kind, including alcohol, drug, and tobacco references, profanity, sexual innuendo, or other offensive material.
- Spaghetti-strapped tank tops, tube tops, halter tops, or anything that is low-cut or reveals the stomach/midriff area;
- Shorts, dresses and skirts that do not meet the “fingertip” length rules
- Images and text that include messages that make others feel unwelcome or unsafe. These are a clear violation of our Guiding Principles and will result in a disciplinary response.
Academic Progress

Homework
Academic engagement and responsibility beyond the classroom help strengthen and extend learning as well as deepen important connections between home and school. The homework load increases incrementally every year in the Middle School. The average amount of time for work to be completed in class, study hall and at home is noted below. Please keep in mind that the times below only serve as guidelines, and individual times will vary. Some students do take longer to complete their homework, but we suggest that if students are consistently taking more time than suggested on their homework, they should consult with both teacher and advisor.

- 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 Comments
All Middle School students will receive grades three times per year at the end of each Trimester. Additionally, students will receive mid-trimester comments in October, January, and April.

Grading Periods for 2020-2021 are noted below:

1st/Fall Trimester ends December 4
2nd/Winter Trimester ends March 5
3rd/Spring Trimester ends June 9

Middle School grades are calculated as follows:

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>97-100%</td>
<td>A+</td>
</tr>
<tr>
<td>93-96</td>
<td>A</td>
</tr>
<tr>
<td>90-92</td>
<td>A-</td>
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<tr>
<td>87-89</td>
<td>B+</td>
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<tr>
<td>83-86</td>
<td>B</td>
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<tr>
<td>80-82</td>
<td>B-</td>
</tr>
<tr>
<td>77-79%</td>
<td>C+</td>
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<tr>
<td>73-76</td>
<td>C</td>
</tr>
<tr>
<td>70-72</td>
<td>C-</td>
</tr>
<tr>
<td>67-69</td>
<td>D+</td>
</tr>
<tr>
<td>63-66</td>
<td>D</td>
</tr>
<tr>
<td>60-62</td>
<td>D-</td>
</tr>
<tr>
<td>below 60</td>
<td>F</td>
</tr>
</tbody>
</table>

Conferences
Conference days are scheduled for parents to meet with each child’s advisor. This year, parent/advisor fall conferences (students do not attend) are scheduled for Thursday and Friday, October 29 and 30 while student-led conferences will take place on Thursday and Friday, February 4 and 5. You will receive information from the School as to how and when you should sign up for your child’s conference.

Additional meetings may be scheduled at the parents/guardian or School’s request. Please feel free to contact your child’s advisor or teacher directly to arrange a day and time for a meeting.

Round Table Discussions
The primary purpose of a round table meeting is to bring together the student’s “team,” including
parents/guardians, teachers, students, and support services members to share observations and offer guidance to a student who may be manifesting concerning patterns around academic, social, and/or behavioral progress. The Round Table format culminates with a formal action plan to enhance the development of student skills, such as time management, self-advocacy and increased autonomy.

**Academic Status**

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 at or below the C minus range, and these instances will be reviewed individually. When a student is unable to meet minimum expectations, we will 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 Academic Warning or Probation, depending on the level of concern and academic patterns established. Each status is described below. Students not maintaining satisfactory academic progress during the second semester may have their Re-enrollment Contracts withheld.

**Academic Warning** reflects a lack of satisfactory progress and serves as a motivation to improve academic performance. Students manifesting a pattern of poor academic performance, (for example, receiving multiple C minuses, or a ‘D’) may be placed on Warning. An Academic Warning status will result in conversations with the student, family, and appropriate school personnel to develop a Student Support Plan for improvement. Please keep in mind that when students carry multiple C minuses or one ‘D’ across successive grading periods, they may be placed on Academic Probation.

**Academic Probation** is defined as a probationary period when students' academic performance is well below the minimum academic standards expected of them. Students receiving one ‘F,’ or more than one ‘D’ may be placed on Academic Probation for a specific period of time, upon the recommendation of the faculty to the Middle School Director. The School will work with the student and parents/guardians to develop or refine a Student Support Plan. 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 students 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.

**Academic Probation in 8th Grade**

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.

Summer course work/tutoring may be recommended or 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.

**Withholding or Revocation of Re-Enrollment Contracts:**

The Re-enrollment Contract for the following year may be withheld for students on Academic or Disciplinary Status. Students on Academic or Disciplinary Probation at the end of the second semester may have their Re-enrollment Contracts revoked.
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.

Study Hall
The purpose of Hawken's Middle School study hall is to provide:

- A time when students and faculty can meet one-on-one or in small groups 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
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 Hawken’s campuses, 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:
  - Unkind behavior or bullying toward peers
  - Disrespectful behavior toward an adult
  - Disruptive behavior
  - 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."

Academic Integrity
At Hawken, academic integrity is characterized by trust and accountability, and represents a clear understanding among all members of the community of our mutual responsibility for engaging in honest behavior.

Examples:
- Promoting and maintaining a climate that discourages cheating
- Doing your own work without 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, such as MLA, APA, Chicago, and so on.

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

Response to Violation of School Expectations: On-Campus
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.

Response to Violation of School Expectations: Off-Campus
A disciplinary status may be imposed should an inappropriate or unlawful event occur off-campus the consequences of which cause harm, humiliation, or otherwise negatively impact a student or our community.

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

Consequences for a violation of Hawken’s expectations will be logical, developmentally appropriate, and timely. As Hawken respects the individuality of all members of its community, the specific consequence may vary from situation-to-situation and student-to-student. When determining consequences, we keep both the student and the Hawken community interests in mind.

Examples of Possible Outcomes:
● Teacher-student meeting
● Round Table discussion
● In-class disciplinary action
● Removal from class
● Parent-Advisor meeting
● Counselor-student meeting
● Loss of privileges
● 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 for a violation of basic school expectations and guidelines. Disciplinary Warning is seen as a motivation to improve behavior.

Disciplinary Probation: Students may be placed on disciplinary probation when, in the opinion of the Director, they have not met basic behavioral, interpersonal, or community expectations, such as unkind, disrespectful, or aggressive behavior. As well, students may be placed on Disciplinary Probation is if they have previously been placed on Disciplinary Warning. We hope that the Disciplinary Probationary status serves as a motivator and leads to improved insight and decision-making. A Disciplinary Probationary status may be 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 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 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 designee determine that the facts are sufficient to consider suspension or expulsion, the Division Director 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 Division Director shall communicate to the student and parents/guardians the potential suspension or expulsion. Such communication shall include an identification of the School's rules or laws 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 his/her parents/guardians will have the opportunity to provide the Head of School or Division Director any information or evidence necessary to rebut or otherwise explain the allegations against the student, and 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 designee shall confirm the 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 faculty and Division Director. Faculty are under no obligation to reteach missed material to students who have been suspended. 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 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.

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 at school by and 8:00 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. 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 - 5:30 PM, and are not participating in a supervised activity, must sign in to the Middle School After School Study Hall. The After School Study Hall is offered free of charge from 3:15 - 4:00 PM, and costs $10.00 per hour between 4:00 - 6:00 PM. Families are billed for usage though the Passport program. 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.

Advisory Program
The Advisory program is a core part of the Middle School student’s experience. Our advisors are assigned to 10-14 students for the academic year to nurture, guide, and support their academic, social, and emotional
development. Advisory groups meet several times a week to engage in activities that focus on socialization, digital literacy, social–emotional learning, team-building, study skills, peer relationships and decision-making. The advisor also serves as a liaison between school and home, maintaining communication with parents, and participating in parent-teacher conferences. Advisors meet regularly with their grade-level team to discuss student progress and coordinate curricular goals.

Chapel Assembly
Hawken's non-sectarian chapel in Bolton Hall provides a time in our day for the entire Middle School community to come together to celebrate, reflect, and share. Students enter and leave the chapel silently and with respect. We gather in the chapel several mornings a week. The chapel program may include 8th grade Chapel Talks, musical performances, speakers, awards presentations, and other events.

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

Human Performance
All students are expected to participate in all scheduled human performance classes unless a written excuse, signed by parents or a doctor, is sent to the human performance department chair and the school nurse. If a student is unable to participate in human performance, his or her participation in an afternoon sport may not be allowed.

All students will be expected to be in the appropriate uniform for human performance 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 human performance 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 human performance program. Students do not need to bring any of their own sports equipment to school.

Red/Gray Competition
Red and Gray are athletic societies to which 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 all items 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 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.

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 Middle School faculty and are typically 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 “blanket” permission slip which allows students to participate in any field trip. The permission slip will remain on file in the Middle School Office for the remainder of the current school year. For longer, overnight trips, specific permission slips may be sent home in advance to be signed.

Teachers and advisors serve as chaperones. Parents will receive comprehensive letters detailing itineraries, food, and sleeping accommodations, well in advance of the trips. Each grade level will also schedule a parent meeting to explain and discuss all aspects of the Doorways' experience. All costs other than incidental items, such as 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 local, school facilitated service project during that week.

Optional 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.

Parent 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 sign in and receive a Visitor's badge. The Lyndhurst campus remains secure from 8:15 A.M. on.

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 pop, nut-based products or candy, are not permitted in packed lunches. 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. Fresh fruit is offered throughout the building every afternoon for all grade levels.

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 Casey St. Laurent 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 all prescription and non-prescription drugs. All students carrying inhalers or any other medication must also comply with this rule and present an updated form at the beginning of each school year. The medication must be taken to the School Clinic and in the original container. It must include 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 (OHSAA) 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.

Electronic Equipment & Games
Hawken Middle School is a one-to-one tablet environment and students are expected to have their tablet with them every day. If a problem should arise with a student’s 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. Parents and 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, and students’ cell phones must be kept in their lockers during the academic 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 are part of the educational process. The School may provide assemblies and special programs to increase student understanding of the various cultural and religious beliefs. Parents are encouraged to participate in and offer support for such programs by contacting the Middle School Director.
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 may participate in three interscholastic athletic seasons.

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 Athletic Department 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 human performance 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/athletics.
D. Scott Looney, Head of School  
(440) 423-2925; sloon@hawken.edu  
Overall coordination of educational program, PS - 12,  
Financial management, Community relations,  
Liaison between School and Board of Trustees

Garet Libbey, Associate Head of School for Program  
(440) 423-2092; glibb@hawken.edu  
Program  
Curriculum and Instruction  
Personnel

Suzette Dyer, Director of the Upper School  
(440) 423-2075; suzette.dyer@hawken.edu  
Campus Director, curriculum, faculty, policy and  
procedures, calendar of events and assemblies

Rick Tate, Assistant Director of the Upper School for  
Teaching and Learning  
(440) 423-4446, Ext. 552; rtate@hawken.edu  
Curriculum, faculty, grades and evaluation

James Newman, Assistant Director of the Upper  
School for Student Life; Dean of the Class of 2021  
(440) 423-2985; jnewm@hawken.edu  
Student discipline system, advisor program

Heidi Wilbrandt, Dean of the Class of 2022  
(440) 423-2101; hwilb@hawken.edu  
Margaret Gray, Dean of the Class of 2023  
(440) 423-2115; mgray@hawken.edu  
Andy Jones, Dean of the Class of 2024  
(440) 423-4446, Ext. 544; ajone@hawken.edu

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

Karrie Chouenet, College Office Coordinator  
(440) 423-2916; kchou@hawken.edu  
College office appointments, AP test coordinator,  
transcripts (for college/scholarships)

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

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

Jim Doyle, Director of Athletics  
(440) 423-2108; jdoyl@hawken.edu  
Athletics, athletics schedules, coaching

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

David Gillespie, Director of Information  
Management and Research, Registrar  
(440) 423-2113; dgill@hawken.edu  
HawkNet, forms, scheduling, transcripts (non-college)

Cristan L. Harris, Associate Director of College  
Counseling  
(440) 423-4446, Ext. 265; cristan.harris@hawken.edu  
College guidance process

Maggie Jackson, Director of Admission, Upper  
School  
(440) 423-2955, Ext 263; MJack@hawken.edu  
Upper School admission, applications, financial  
assistance

Ashley Poklar, School Psychologist  
(440) 423-2085; ashley.poklar@hawken.edu  
Academic support & counseling

Nicole Pucci, School Psychologist  
(440) 423-2943; npucci@hawken.edu  
Academic support & counseling

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

Annette Thompson, Upper School Nurse  
(440) 423-2913; athom@hawken.edu  
Medical needs, medical forms and prescriptions
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.

Suzette Dyer
Director of the Upper School
Rick Tate
Assistant Director
for Teaching & Learning
James Newman
Assistant Director
for Student Life

Support Services for Students

Hawken’s Upper School Support Services Team serves students in grades 9-12 and includes the School’s Clinical Psychologists and the Learning Specialist. These three 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** - academic and/or socio-emotional skill instruction via individual appointments for specifically identified concerns
- **Consultation** – with parents, faculty and outside providers
- **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 psychologists are 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. When appropriate, the Support Services team will assist families in connecting with external resources and providers. Further, the learning specialist and psychologists work together to create comprehensive intervention and support plans for select students through the scheduling of Student Rounds, meetings of a student's teachers, advisors, dean and the Learning Specialist. These Student Rounds serve to increase our understanding of learning styles, challenges and strengths. The learning specialist and psychologists work closely with the student's academic team (faculty, advisor, dean, and parents) to monitor a student's progress on a regular basis. 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 for Outside Tutors
During this year of restricted access due to COVID-19, we are not able to permit tutors onto the Hawken campus.

We expect tutors to:

- Confer with the Learning Specialist, Dee Davis, or one of the School Psychologists, Nicole Pucci or Ashley Poklar, 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 one of the School Psychologists 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 the family 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 Assistant Director for Student Life will also work to maintain a consistent pattern of advising and communication with families.

2020-2021 Class Deans

<table>
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<tr>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Andrew Jones</td>
<td>Margaret Gray</td>
<td>Heidi Wilbrandt</td>
<td>James Newman</td>
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Student Life Team
The Student Life Team is composed of the four class deans, the school psychologists, the athletic director, the school nurse, the faculty chair of the Hawken Integrity Council, and the coordinator of the House System.
Individuals on this team work closely with the Upper School Director and meet regularly with the Assistant Director for Student Life 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 Assistant Director for Student Life.

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 not including H.P./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 two semesters of English in each of the 11th and 12th grades

**Mathematics** – successful completion of Algebra 1, Geometry and Algebra 2

**Language** – successful completion of Level 3 in French, Spanish, Latin, or Chinese or Level 2 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 United States History 1 & 2 in either the 11th or 12th grade or over the summer (at Hawken).

**Science** – successful completion of Physics, Chemistry and Biology

**Arts** – two years (four semesters) of visual or performing arts

**Human Performance** – Hawken students must complete FIVE semesters of Human Performance activity, which will include 9th grade Human Performance 101, 10th grade Basic Fitness Training or Advanced Performance, and required Health 1 and CPR/First Aid Certification courses. Students in 11th grade are offered a variety of elective options to fulfill their fifth semester of Human Performance including representing Hawken School in OHSAA-sanctioned varsity and junior varsity athletic competition. Additionally, 10th through 12th graders (not freshmen) may take a Hawken Lifeguard Certification course and/or Restorative Techniques and Mindfulness for Human Performance credit. The School reserves the right to modify the Human Performance requirement for incoming upperclassmen, including granting exemptions, if the situation warrants, for incoming juniors and seniors.
The intent of the Human Performance elective program is to recognize and encourage participation on Hawken athletic teams, to foster a sense of community that develops from identifying with a school team, and to create smaller, more homogeneous Human Performance 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. While some comments may include a student’s average in the course at the time of the comment being written, it is not an expectation that grades will be attached to comments.

Community Engagement
Our approach to community engagement 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 community engagement days each year. These initiatives provide numerous leadership opportunities for students in all grades and are overseen by our Director of Community Engagement, Dan Mesh. The Director of Community Engagement 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
A Hawken Project is an off-campus self-driven learning experience mentorship between a qualified Hawken junior or senior and a professional adult or organization in the student’s field of interest. Projects are intended to be culminating Hawken experiences, providing valuable transitions to college and post-academic life. Exploring a career path, having a once-in-a-lifetime adventure, serving a community in need, pursuing a creative passion—Hawken projects encourage self-discovery, independence and responsibility, the hallmarks of a Hawken education.

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.

Any qualified junior or senior may propose a project. Initial Project exploration and design will begin in the fall during advisory meetings for seniors. Juniors wishing to propose a project should speak with the Hawken Project Coordinator to begin this process. Students will work with their advisors through some basic questions and research tasks to familiarize themselves with the resources available to them. Many times students connect with Ms. Anderson. Over the course of the year students pursuing a project will work with the Hawken Project faculty team to shape their proposals. Projects may take a number of different forms with corresponding proposal requirements and deadlines depending on the level of student autonomy and direct adult supervision involved. Projects occur during the intensive period (generally May) and run for three weeks. Students may not begin their Hawken Projects until all academic coursework from the rotation is complete. Projects are graded Pass/Fail and will appear on the student’s transcript. While Hawken Project is not a requirement for graduation, there is an attendance policy that must be fulfilled (35 hours per week). Any student who does not meet the requirements of blogging and a final presentation, or fails to meet minimum standards for performance and/or attendance, will not pass his or her Hawken
Any student who begins a Hawken Project without fulfilling necessary existing course obligations and requirements will be called back from project, temporarily or permanently. Students who do projects junior year may again do projects in their senior year.

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 from 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 the advanced nature of the course. Freshman 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 may 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 to four the number of honors and AP classes a student can take. If a student wishes to take more than four, s/he should discuss it with her/his parents, advisor and Class Dean. If all concur that it is a good idea, the student may direct a formal request to the Assistant Director for Teaching and Learning.

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 the advisor and teacher.

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 incorporating 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, or there is a specific exception granted by the director, assistant directors, class deans, or department chair, faculty members will deduct one letter grade per 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 or 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 of class time 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. Advisors, class deans or one of the assistant directors will aid in any such cases, facilitating a more reasonable assessment schedule for that student.

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 or for the entire year and must be submitted by the end of the “add” period in the semester in which they are to begin.

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. It is the student’s responsibility to plan ahead for such cases. In rare cases where no reasonable accommodations are possible, the student may request that the AP test 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. If no AP Test or something deemed to be equivalent is taken, the title of the course will be changed to Honors or Advanced rather than AP.

Auditing Courses
With teacher permission, a student may audit (take without credit) any course. Normally, 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 graduation requirement on a pass/fail basis. The pass/fail option must normally be elected before or 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. Seniors who elect to take a course pass/fail after they have applied to college must notify the college(s) in writing.

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 cycle) or the second day of an intensive-only course. The course must have space for the student to join, which includes (for 2020-21) physical space in the socially-distanced classroom. A student may drop a rotation course up to 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 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. Seniors who elect to take or drop a class after they have applied to
college must notify the college(s) in writing.

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 2 Honors to French 2, Precalculus to Honors Precalculus AB, 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 or on the advice of the course teacher or department chair. 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.

Grading
We believe in the value of feedback in the learning process and strive to make our assessments meaningful.
While feedback on individual assignments may take many forms (narrative comments, letter grades, number
grades, concept scores, or other systems), we use letter grades for our interim and semester grades. Upper
School grades are typically calculated using the following conversions:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>97-100%</td>
<td>A+</td>
</tr>
<tr>
<td>93-96</td>
<td>A</td>
</tr>
<tr>
<td>90-92</td>
<td>A-</td>
</tr>
<tr>
<td>87-89</td>
<td>B+</td>
</tr>
<tr>
<td>83-86</td>
<td>B</td>
</tr>
<tr>
<td>80-82</td>
<td>B-</td>
</tr>
<tr>
<td>77-79%</td>
<td>C+</td>
</tr>
<tr>
<td>73-76</td>
<td>C</td>
</tr>
<tr>
<td>70-72</td>
<td>C-</td>
</tr>
<tr>
<td>67-69</td>
<td>D+</td>
</tr>
<tr>
<td>63-66</td>
<td>D</td>
</tr>
<tr>
<td>60-62</td>
<td>D-</td>
</tr>
<tr>
<td>below 60</td>
<td>F</td>
</tr>
</tbody>
</table>

Letter grades are reported directly by the classroom teacher, who may implement a policy of “rounding up” at
their own discretion.

Passing a Class
Students taking a course on the numerical grading scale (not pass/fail) must earn at least a D- to receive
graduation credit. However, a grade lower than C- may contribute to a placement on academic probation.
Students taking a course pass/fail must earn at least a C- to receive credit.

Progression in Sequential Courses
Students taking a course that is part of a series calling for sequential content mastery (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 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. Most courses earn one-half credit per rotation or intensive, except human performance, health, and intern/facilitator positions, which each earn one-fourth credit per rotation.

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. Performing ensembles (e.g. Concert Band, Chorale, Strings Ensemble) and studio art courses 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 human performance but including Health 1 and 2). GPAs are not computed during the school year.

Cum Laude
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 unweighted GPA through the end of the spring rotation of senior year, but is not based solely on class rank. 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) must have a satisfactory disciplinary record and good citizenship.

Inductees are recognized in a special program at the end of the spring intensive.

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 Class Dean, Director of Upper School, or one of his/her assistant
directors, normally including an improved GPA and no grades below C-; otherwise, Academic Probation can lead to dismissal. Students placed on Academic Probation at 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 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 curtailing 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 as promptly as possible and treated compassionately and fairly. The Council is specifically aware of the need 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 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 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 include School Year Abroad, Mountain School, Island School, SEGL 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. For programs not pre-approved by the school, 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, adjusted according to a family's flexible tuition package, 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: 8:30 - 3:20. Students may be on campus between the hours of 8:00 - 6:00 if involved in extracurricular activities.

Late start Wednesdays (as designated): 9:20 am–3:20 pm

Intensives (held in January and the last three weeks of the year) generally run from 9:00 - 3:15. Individual class variations during Intensives 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: freshman 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
College Counseling

Students are urged to become familiar with the useful resources in the College Counseling Office located in Stirn Hall.

The college counseling office offers evening programming for students and parents beginning sophomore year. The college counselors will meet individually with students and their parents to assist in the college search and application process beginning in January of the junior year. The College Forum class begins in the spring of junior year and runs through November of senior year. College counselors assist students with developing a balanced application list, support the essay writing process and provide advice and practice for college interviews. In addition, the college office assists students in applying for scholarships and honors programs.

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).

Approximately 130 college representatives visit Hawken from September through the end of October and are available to students. Usually, seniors are given permission to miss class for meetings; juniors are encouraged to attend during a free block, flex, or lunch. 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. This information, including college fairs and college nights in the Cleveland area, can also be found on Maia Learning.

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 starting after sophomore year during the summer, school breaks of the junior year, and vacation days throughout the school year. A completed planned absence form approved by the College Office and the Class Dean must precede any visits during the school year. 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 Assistant Director for Student Life and Assistant Director for Teaching & Learning.

Advanced Placement (AP) Examinations

Test Dates: May 3-14, 2021

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. Starting with the 2019-20 school year, all students enrolled in an AP course will automatically be registered for the AP Exam in the fall. Any student wishing to take an AP exam without being in the AP course must contact the AP coordinator (Ms. Chounet) by September 30th to meet the ordering deadline. The exams will still take place in May.

Student Life

Student Conduct

At Hawken, students are expected to conduct themselves in a mature and sensible manner. The school will not...
tolerate misconduct of any kind that has a negative impact on the Hawken Community or individual members of the community.

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 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 highly value 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.

Some more specific school day expectations are:

- Students are always expected to respond to questions posed by adults in an honest, forthcoming manner.
- 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 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).
- Students must stay clear of the maintenance garage, well houses, and electrical stations. These areas can be dangerous.
- 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.
- 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.
- 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 headphones or in-ear listening devices (earbuds, Airpods, etc) while walking in the halls. This is designed to create an environment of community and interaction rather than
isolation.

- 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.
- 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.
- Students should use decorum on the bus and be courteous toward the drivers.
- Gambling is not permitted on campus at any time.

Harassment Protocol
Hawken School employs a specific and thorough process of investigating harassment complaints. Please refer directly to Appendix F for the specific guidelines regarding the reporting, investigation, and the resolution of Harassment complaints.

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 remove themselves enables more serious misbehavior, such as criminal activity or actions that endanger others, students may face serious consequences appropriate to the offense.

Policy for Alcohol and Other Drugs
Hawken offers school-wide education regarding decision-making and personal responsibility through the Peer Leadership program, a required Health course, and additional programming 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 and the use of vaping devices, e-cigarette and juuls are 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 at 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
We do not currently plan on enforcing the tardies due to the restrictions caused by Covid-19.

Departure from School
Upper School faculty members are generally 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. For 2020-2021, students may leave school after their last class of the day with parental permission as long as they sign out with Mrs. Gilbert. Students may also arrive in time for their second class if they have no first block class.
Dress Code

There are three central guidelines in the dress code voted in by the Senate in January of 2017: “Students are expected to 1) dress appropriately for learning; 2) to demonstrate respect for themselves and the institution; and 3) to hold to a minimum standard of formality. While we offer some guidelines for what we agree falls outside of those expectations such as “obscene, or offensive material”, the code really relies on a bargain built on trust where faculty trust students to dress in ways that do not offend or distract and students trust faculty to enforce those standards equitably and with understanding.

Hawken’s Upper School students enjoy flexible expectations for dress, and always will. The notion of a restrictive dress code or uniform is antithetical to our values of individual responsibility and expression. To fully support Hawken’s mission to be an environment of progression and inclusion, the dress code is merely another facet of our philosophy; the dress code should allow for self-expression, freedom, and respect for self and others.

In general, our code is that dress should be appropriate for learning. Clothing choices that challenge what community members see as appropriate will result in guiding conversations and potential disciplinary consequences. We also hold our community to a minimum standard of formality to demonstrate respect for ourselves and the institution. The following guidelines should help students meet the standard of acceptable attire:

- Clothing must be neat, clean and in good repair (no cut-off clothing or clothing with designer tears or distressed fabric).
- Hats and hoods may not be worn inside the building
- Undergarments may not be visible
- In general, tops should cover the midriff or underwear when standing or sitting.
- Sweatpants (particularly those with obvious logos), warm-ups, and athletic shorts and sleepwear are forbidden
- Joggers and leggings may be worn, but may not include cuts out, sheer fabrics, or other semi-transparent panels
- Images and text that reference alcohol, tobacco or other drugs are inappropriate
- Profanity and sexual innuendo through images or text are inappropriate and will certainly draw a disciplinary response.
- Images and text that contain messages that make others feel unsafe or unwelcome are a violation of the Integrity Code, and will certainly draw a disciplinary response.

The above guidelines are intended to allow for flexibility and individual expression, but dress that is perceived as overly revealing, sloppy, or otherwise inappropriately informal may still result in correction and even disciplinary consequence, regardless if it meets “the letter of the law.” The class deans will be the final arbiter of that standard.

While this dress code will function Monday-Friday, there will be moments where students are asked to hold to a higher standard of formality for special occasions (athletic awards banquets, final Awards Day ceremony in May), and moments where this standard is relaxed for the purposes of spirit, celebration or where an activity requires a different dress (field day or service for example). In addition, classroom teachers may ask classes to dress up or down as appropriate for planned activities, and it is the responsibility of students to honor those requests.

Because dress choice is often a personal matter, faculty are encouraged to treat infractions of the dress code with sensitivity and discretion. Such infractions should also be forwarded to the appropriate class dean who will have final authority on questions of appropriateness.

With at least 48 hours notice, athletic teams may request permission from the Assistant Director for Student Life to wear game jerseys on special game days.

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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 achievements of its members. Such celebrations include Awards Day, Senior Breakfast and athletic banquets.

Stewardship - A Community Responsibility
The following statement aims to guide community behavior

Community Culture Statement:
I am a proud member of the Hawken community. We engage with others, showing empathy and respect to all, while valuing their contributions to our school. As stewards of our collective space, we strive to better ourselves and our community by honoring the opportunities Hawken provides.

During the 2020-2021 year at Hawken, we will temporarily suspend our student and faculty school wide stewardship program. This program aims for students and faculty to develop a collective responsibility and commitment to clean up the collective spaces of Stirn Hall and the White House. Students and faculty will pick up trash, clean off tables, and work to maintain a clean and neat academic and social environment. These responsibilities require minimal time.

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.

Food Allergy Awareness
A number of students and faculty/staff in our community are allergic to peanuts, tree nuts, and other food items and ingredients, some of which can cause anaphylaxis and threaten their health. We are a community based on mutual respect and inclusiveness, and we also maintain a real-world orientation that has our students away from the Hawken campuses a great deal. We seek to balance these significant health concerns with the recognition that students are continuing to grow toward adulthood and developing their skills as self-advocates.

As a high school that frequently brings its students out into the community, we try to support all students with allergies as they develop the self-advocacy skills needed for college and beyond. Being part of a Toddler-12 school, the Gates Mills campus has frequent young visitors from our Lyndhurst and Birchwood campuses, therefore we seek to make our campus as peanut and tree nut-free as possible. The Hawken-run sporting event concessions do not serve any foods containing peanuts, tree nuts, or peanut oil. Students and families bringing food to share for Hawken classes or activities are expected to follow the same guidelines and should be aware of any allergies of students with whom the food will be shared, alerting affected students as to the contents. It should be noted, however, that the Upper School welcomes the public to all kinds of events at Hawken and cannot guarantee that everyone who visits knows of our peanut and tree nut policies; therefore, some caution about allergens and awareness of one's surroundings is still clearly advised.

Detention
Instituted as a consequence for lesser offenses, detention is a required “study hall” time for students, held from 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. The 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 may result in an appearance in front of the Integrity Council. Detentions will be served when assigned and normally take precedence over any extracurricular commitments.

Disciplinary Probation
The Integrity Council may recommend to the Director of the Upper School that a student be placed 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 Assistant Director for Student Life, 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 offence as egregious. Disciplinary Probation is a formal notice that further violations of the major school rules or expectations 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.

Ordinarily, when there is the possibility of suspension, or expulsion, the following procedures may be followed at the discretion of the Director of the Upper School or the Head of School.
1. There shall be an initial determination of the facts by the Division Director, Assistant Director for Student Life 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) may be given 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 the end of the day on Wednesday, an in-class activity Tuesday must be made up by the end of the day on Thursday). Faculty members are under no obligation to reteach missed material to students who have been on suspension.

These are possible procedures only and some or all of these steps may or may not be followed, in any order, at the school’s sole discretion, depending upon the situation.

When the circumstances warrant/justify/require, 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 similar 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. Year to year, offerings depend largely upon student interest.

If a group of students wish to establish a new club at Hawken, they should seek an adult advisor and speak with the Assistant Director for Student Life.

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). 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, Affinity Groups, Special Programs
The School meets in different configurations for the following programs:

- 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. There is a coordinator for school meetings who needs to know about all announcements and other activities. Any pertinent slides must be sent to the School Meeting Coordinator by 4:00 pm of the prior day.
- 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.
- Affinity Groups will be held occasionally so that students who share a particular identifier are able to meet and have discussions relevant to that shared identifier. Students interested in beginning a new affinity group should contact the faculty member overseeing the affinity group program.

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. Students who drive on campus are subject to additional restrictions, up to and including termination of driving privileges on school property. 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 Class Dean or Assistant Director for Student Life 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**
Lockers will not be available for the 2020-21 school year. Students should carry their necessary belongings with them and store athletic equipment in designated locations.

**Learning Commons**
The Learning Commons is reserved for study, reading, browsing, and online 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. Learning Commons users can expect the staff to offer help whenever it is requested.

*Learning Commons—Policies and Procedures*
- Learning Commons users are responsible for all materials they have 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 the Hawken Project until all of their outstanding 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 materials including 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 Human Performance Department or a coach. Supervision in the weight room may be by Hawken’s Strength and Conditioning Coach, another member of the Human Performance department or a coach. **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 nurse’s 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 human performance 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 Assistant to the Deans. 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.
Hawken Integrity Council Constitution (Upper School)

20 April 2004
Amended 8 May 2007
Amended Fall 2007
Revised March 2008
Revised March 2015
Revised March 2017

Article I. History

Section 1.01 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 (ARB), 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 [ARB] proposal. In the spring of 2003, the Senate, with the approval of the Upper School Director, charged the committee with expanding its [ARB] 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 [disciplinary] review board (DRB) 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.

Section 1.02 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.

Section 1.01 In 2015, at the request of the HIC Chair, the Senate undertook a review of the HIC elections procedures to address issues of gender imbalance. The Senate worked with the sitting HIC members to develop an election procedure detailed in Section 4.02 that ensures a gender balanced slate of candidates and includes the requirement of some gender balance in the elected students.

Section 1.02 In 2017, at the request of the HIC Chair, the Senate worked to address the inclusion of candidates who may not identify on the gender binary, and ensure that nomination and election procedures did not inadvertently exclude the participation of such students.

Section 1.03 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

Section II.01 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.

Section II.02 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:**

Section III.01 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;

Section III.02 Establishes programs, policies, and guidelines for the encouragement of integrity at Hawken;

Section III.03 Affirms existing guidelines for the reporting of disciplinary offenses and establishes guidelines for its own hearing procedures;

Section III.04 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.

Section III.05 Recommends, by consensus, consequences to the Upper School Director or her designee for violations. In the event that the Director or her designee disagrees with the recommendation, the Director or her designee 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.**

Section IV.01 The Council is composed of ten students, three teachers, and when hearing a case, the class dean of the student whose behavior is in question.

Section IV.02 **Student members of the Council.**

(a) Elections are held annually in the Spring.

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

(c) Students on Academic Probation may not serve on the Council.

Section IV.03 The electoral process allows for the HIC to be comprised of silent and ethical leaders as speeches are not required. It strives for gender balance so that every student feels represented on the HIC. Procedure for electing student members of the Council:

(a) Each student nominates six classmates for HIC candidacy. Nominees must include at least two male and at least two female classmates.

(b) From the pool of nominees who have confirmed interest, the top 2 male, top 2 female, and next 2 top nominees regardless of gender write statements of qualifications and intent.

(c) Reading of the statements and voting are to be held during Advisory, where students rank the six nominees in order of gender-neutral preference.

(d) Votes are tallied and the top male, top female, and next two top vote getters regardless of gender are selected as HIC representatives for the rising senior class. The top male, top female, and next top vote getter regardless of gender are selected as HIC representatives for the rising sophomore and junior classes.
(e) If the election results in inadequate gender diversity (e.g. seven boys, three girls), the HIC Chair may appoint the next vote getter in the junior class who will increase gender diversity.

(f) HIC elections require the participation of a majority of the voting constituency to be considered legitimate.

Section IV.04 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.

Section IV.05 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.

Section IV.06 To qualify, these faculty members must teach the equivalent of three full year classes.

Section IV.07 Teachers serve renewable two-year terms.

Article V. General Procedures.

Section V.01 Meetings are called by the Chair or the Chair’s designee, in consultation with the Class Deans.

Section V.02 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 V.03 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 four students.

Section V.04 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 V.05 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 V.06 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 VI.01 The Chair, along with the Class Dean, presents the case to the Council.

Section VI.02 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 VI.03 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 VI.04 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 VI.05 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.

Section VI.06 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 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 80 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. During 2020-2021, students who are authorized to be remote learners will not be considered absent. 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:
- 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.

When a student is absent for an extended period of time, even when it is authorized by the school as would be the case for a medical or administrative leave, the College Counseling Office is obligated to inform any colleges to which that student applies or has been accepted.

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, tablets, iPad-type devices, eReaders, virtual reality equipment, robotics, maker/fablab resources, 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 limited we have also instituted other policies to preserve those resources, such as 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 device 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 and malicious statements that damage the reputation of another.” Libel is “The legally indefensible publication or broadcast of words or images that are degrading to a person or injurious to his or her reputation.” (both terms defined in The American Heritage Dictionary of the English Language, online, 2018.) 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 sense require proper handling of intellectual property. Software is intellectual property, and, with the exception of freeware or open source software, 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 plagiarizing 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. Phishing of any kind is prohibited.

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.
   a. VPN and proxy – Students may not install or use VPN software or proxies on their electronic devices. Any attempt by a student to mask or hide their network traffic, or circumvent the security measures of the school, is prohibited. Mobile hotspots are not permitted on Hawken grounds without explicit permission from the Technology Department.

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 Fab Lab and Maker Space – Operating the equipment recklessly, without formal instruction, or without proper safety measures, may be harmful to a person, machine and/or the school facilities and is strictly prohibited. In addition, the consumables and supplies in the Maker Space and Fab lab locations are costly to the school and are to be used in a responsible manner. Utilizing these limited resources excessively, or for personal use without permission, may be cause for disciplinary action.

10. Use of Hawken Technological Systems for Commercial Purposes—Hawken's technology resources may not be used for private gain or commercial purposes. In addition, mining for cryptocurrency is prohibited on all Hawken-owned and 1:1 program computers at any time.

11. Physical care of devices and accessories – Students are expected to provide a high level of care for their tablet computers and any other devices or accessories signed out to them or used by them. While accidents do happen, students are expected to do their best to keep their computer, stylus pen(s) and charger(s) in excellent working condition. Loaned items should be returned in the same condition as they were loaned out, and within a reasonable timeframe. Unreturned loaner items will be billed to the student's tuition account at full replacement cost.
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, Chief Technology Officer, rwool@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, devices, iPads/Tablets, eReaders, 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 will be sent under my own name.
- The content of my email 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 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 game playing is prohibited at school, I will not download games or software from the Internet or personal storage devices to any Hawken School devices.
● 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 devices 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 be mindful of Maker Space and Fab Lab resources and will only use the equipment and consumables as needed for school related projects.
● 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.
● I will not use a VPN, proxy, or mobile hotspot to circumvent the network systems and protections the school has in place.

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 close or sleep the device I am using 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.

Devices
● I will treat the computer/iPad/Kindle I am using with respect. This includes being careful when handling it, not keeping any food or drink nearby that could damage it, returning it to its assigned cart and plugging it back in (if applicable), and making sure I have a protective case in which to carry it (1:1 program computers only).
● I will not engage in mining cryptocurrency using a Hawken-owned or 1:1 program computer. I understand that doing so may shorten the lifespan of the computer and cause the school's electric bill to increase.
● I will return an item loaned to me (charger, stylus, video adapter, iPhone/Android chargers, etc.) promptly. I understand that unreturned loaner items will be billed to my tuition account at full replacement cost.
Hawken School's steadfast commitment to diversity is rooted in our mission of “forward-focused preparation for the real world through the development of character and intellect.” We honor the dignity of every human being, and we value differences including but not limited to race, ethnicity, gender, socioeconomic status, sexual orientation, political and social values, culture, religion, and physical ability. We believe that this commitment to diversity, equity, and social justice is vital to the realization and cultivation of character and intellect in our students.

Through our policies, programs, and practices, we actively promote a culture of respect, social awareness, and moral responsibility. Community members are expected to model and encourage intellectual growth and curiosity through the open and courteous exchange of ideas. As a result, students are empowered to think critically, challenge assumptions, engage in creative and collaborative problem solving, and learn from one another.

We affirm our commitment to introducing the next generation to “a higher plane of life” and believe it is incumbent upon every member of our community to act with integrity, empathy, honesty, kindness, and compassion, ensuring that all constituents feel welcomed, accepted, respected, and valued. We understand that striving toward cultural competency is not always easy work; it requires a high level of personal awareness, ethical fortitude, and intellectual challenge. It also requires that we value all that makes us unique, explore perspectives that challenge our own, and initiate and engage in candid and courteous conversations. Our motto of Fair Play demands nothing less.
PROHIBITION AGAINST HARASSMENT

Hawken School's “Purpose, Promise and Principles” describe a learning and work environment where all individuals are treated with respect and dignity. Each member of the Hawken community has the right to learn and work in an environment free of harassment. All persons associated with Hawken are expected to conduct themselves at all times so as to provide an atmosphere free from harassment. Accordingly, Hawken will not tolerate harassment and will make every effort to maintain a community free from harassment.

Definition of Harassment

Prohibited harassment on the basis of sex, race, national origin, religion, sexual orientation, disability and age includes such conduct as slurs, jokes, or any other verbal, physical or visual attack that:

1. Has the purpose or effect of creating an intimidating, hostile, or offensive environment;
2. Has the purpose or effect of unreasonably interfering with an individual's performance; or
3. Otherwise adversely affects an individual's opportunities or participation in the educational environment.

Sexual harassment includes, but is not limited to, unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature when:

1. Such conduct has the purpose or effect of unreasonably interfering with an individual's school performance or creating an intimidating, hostile, or offensive school environment.
2. Submission to such conduct is an explicit or implicit term or condition of an individual's participation in a school related activity; or
3. Submission to such conduct by an individual is used as the basis for decisions affecting the individual.

Reporting a Complaint

Hawken is committed to taking steps to provide a harassment-free environment. In order 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.
1. Any student who believes he/she/they has/have been subjected to sexually or otherwise harassing behavior by another person is encouraged to communicate with a trusted faculty member who will advise and assist the student.

1. Harassment must be promptly reported to a Designated Person. At this point a Designated Person will employ Hawken’s Harassment Protocol to determine the veracity of the allegation. A list of the current Designated Persons is available at the end of this document and it is posted near the reception desk in Stirn Hall. The Designated Person receiving the allegation will alert the appropriate Division Director or Director of Support Services as soon as possible.

Resolution Procedure

**Step 1.** Good faith complaints may be either written or oral. The Designated Person will attempt to obtain as much information as possible about the complaint from the complainant, such as details about who was involved in the incident, when and where the incident occurred, any potential witnesses, and any steps taken to stop the harassing behavior.

**Step 2.** Two or more Designated Persons will promptly conduct an appropriate investigation using Hawken’s Harassment Investigation Protocol or take other appropriate measures to end the harassment. The protocol that exists is applied consistently across all official complaints. The investigation may involve the assistance of other Hawken officials as deemed necessary.

During an investigation, the Designated Persons will notify the alleged harasser of the allegation and will take steps to prevent the recurrence of harassing behavior. These steps may include removal from school (treated as an excused absence).

**Step 3.** When the Designated Persons have completed their investigation, they will determine what response is recommended. This determination may include a recommendation to the Head of School for discipline or termination. Students found to have engaged in harassment will be disciplined in accordance with the established disciplinary procedures for the harasser’s Division, which may include expulsion from school. The Head of School will make the final decision with respect to discipline.

**Step 4.** The complainant and the alleged harasser will be notified concerning the results of the investigation; however, specific details about any discipline may not be revealed to the complainant in order to respect the confidentiality afforded to each Hawken student OR in order to safeguard each student’s individual right to confidentiality/privacy. Where the Designated Persons are unable to determine harassment occurred, they will alert the Head of School and notify both the complainant and the alleged harasser of this finding.

**Step 5.** A complainant or an alleged harasser dissatisfied with the results of an investigation which does not result in discipline may appeal the decision to the Head of School.

Designated Persons at the Hawken Upper School:

Jane Botella, Suzette Dyer, Margaret Gray, Michelle Harris, Andy Jones, Jim Newman, Helen Oshaben, Nicole Pucci, Heidi Wilbrandt