



# Student/Parent/Guardian Handbook 2024-2025

Early Childhood (Toddler – Prekindergarten)

Lower School (Kindergarten – Grade 5)

Middle School (Grades 6 – 8)

5000 Clubside Road

Lyndhurst, Ohio 44124-2595

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(440) 423-2972 Middle School Fax

Upper School (Grades 9 – 12)

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P.O. Box 8002

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Sally & Bob Gries Center for  
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[www.hawken.edu](http://www.hawken.edu)

Information Sources for School Closings

Hawken Website: [www.hawken.edu](http://www.hawken.edu)

i-Alert: [www.wkyc.com/ialert](http://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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*Hawken School recruits and admits students of any race, color or ethnic origin to all its rights, privileges, programs and activities. In addition, the school will not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, admissions policies, employment, scholarship and loan programs, and athletic and other school administered programs.*

# School-Wide Notices

The information in this Handbook is meant to serve as a guide for students, families 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. The term parent is used with the intentionality of being inclusive of parents, guardians and those with legal custodial rights.

## Email Protocols

Email can be a time saver, but complex conversations are not intended to take place via 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 the way and format the teacher has described.

## 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](http://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.

# Administrative Council

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

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# Hawken School Board of Trustees

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

## Officers

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## School Community Representatives

Adrienne Korsmo  
Alumni Association President  
Amanda S. Jacobs  
Families Association President

# Early Childhood (Toddlers - Prekindergarten)

440-423-2981

## Important Contacts

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Early Childhood Scheduling  
Policies and procedures  
Calendar of events and assemblies  
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## Important Contacts

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# Academic Programs and Related Information for Early Childhood and Lower School

## Early Childhood (Toddler - Kindergarten) Daily Schedule

Early Childhood programs begin at 8:30 a.m. with doors opening at 8:00 a.m. Students in Extended Day (Before Care) can arrive as early as 7:00 a.m. in the Nido and are walked to their classrooms at 8:00 a.m. Children who arrive before 8:00 a.m. must make a reservation through the Extended Day program for Before Care.

Daily schedules are as follows:

|                             |                        |                  |
|-----------------------------|------------------------|------------------|
| Toddlers 2-day program      | 8:30 a.m. – 11:00 a.m. | Thursday-Friday  |
| Toddlers 3-day program      | 8:30 a.m. – 11:00 a.m. | Monday-Wednesday |
| Toddlers 5-day program      | 8:30 a.m. – 11:00 a.m. | Monday-Wednesday |
| Lunch and afternoon options | 11:00 a.m. – 2:45 p.m. |                  |
| Preschool 3-day program     | 8:30 a.m. – 11:00 a.m. | Monday-Wednesday |
| Preschool 5-day program     | 8:30 a.m. – 11:00 a.m. | Daily            |
| Lunch and afternoon options | 11:00 a.m. – 2:45 p.m. |                  |
| Pre-Kindergarten            | 8:30 a.m. – 12:00 p.m. | Daily            |
| Afternoon options           | 12:00 p.m. – 2:45 p.m. |                  |
| Kindergarten                | 8:00 a.m. – 3:00 p.m.  | Daily            |

Extended Day (After Care) is available for students in grades Toddlers – 5 from the end of the school day until 6:00 p.m.

## Lower School (Grades K/1 - 5) Daily Schedule

Lower School drop-off for students begins at 7:45 a.m. At 8:00 a.m. students in Extended Day (Before Care) will be dismissed to their classrooms. Children who arrive before 7:45 a.m. must make a reservation through the Extended Day program.

|                    |                       |       |
|--------------------|-----------------------|-------|
| Grades K/1 and 1-5 | 8:00 a.m. – 3:00 p.m. | Daily |
|--------------------|-----------------------|-------|

Extended Day (After Care) is available for students in grades Toddlers – 5 from the end of the school day until 6:00 p.m.

## Passport

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.

## Extended Day Program: Before and After Care

Before Care is available to families beginning at 7:00 a.m., Monday through Friday. Care is offered to children in toddler through fifth grade. Any children arriving before 7:45 a.m. for Lower School and 8:00

a.m. for Early Childhood will be checked into Before Care and supervised until 8:00 a.m. when they will be dismissed to their classrooms. (Toddler Before Care takes place in the toddler classrooms.) The cost is \$17.00 per use. Toddler Before Care takes place in the classroom, while grades preschool - fifth grade meet in the Nido. 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. Information regarding Extended Day will be sent from the director of Auxiliary Programs.

After Care is offered for children in grades toddler through fifth grade Monday through Friday, until 6:00 p.m. through reservation only. The cost is \$17.00 per hour or a package may be purchased. In addition to engaging in games, projects and outdoor play, children will be provided with a snack.

- Students who are picked up 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 the director of Auxiliary Programs to discuss whether a family will be permitted to continue using the service.

## 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 5). If a student is excused from one of the above activities, the School will not allow participation in the others.

### Clothing and Equipment

All students are expected to wear appropriate clothing for human performance classes. This includes t-shirt/long sleeved shirts, shorts/pants, and athletic shoes. Items that should not be worn include: sandals, crocs, dress shoes and dangling jewelry.

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 Division Directors.

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 the fall, winter and at the end of the school year. 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 26 and Friday, October 27
- Thursday, February 29 and Friday, March 1
- Thursday, May 30 and Friday, May 31

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. In addition to developmentally appropriate homework assigned by classroom teachers, the Lower School faculty encourages all children to read daily. 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

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 (LET) on the Lyndhurst campus consists of a school psychologist, learning specialists, and a speech-language pathologist who work closely with classroom teachers to enhance the educational experience for students in the Lower School. Hawken's Learning Enhancement Team (LET) serves the diverse learning needs of students using a 3-tiered model of support that provides increasing levels of intervention in core academic areas based on data-driven decision making. Throughout the year, the LET provides speech-language screenings, literacy benchmarking using the Dynamic Indicators of Basic Early Literacy Skills (DIBELS), and offers occupational therapy screenings based on consultation with teachers.

Our school psychologist coordinates social-emotional learning with administration and faculty in the Lower School, coordinates the LET referral process, manages the Learning Plan process, consults and shares resources with teachers and families, provides individual check-ins with students as needed, and engages in regular communication with administration regarding students involved with LET services.

## Assessment

A variety of assessment strategies are used in the Lower School to determine student growth and to inform instruction. They may include, but are not limited to:

- Pre-assessments in a variety of content areas to identify areas of strength and areas for growth
- Informal formative assessments such as curriculum-based math, reading and writing assessments to monitor student progress through units of study
- Performance-based summative assessments to determine student understanding of big concepts, as well as development of knowledge and skills.
- Periodic standardized assessments through Educational Records Bureau (ERB)
- E-continuum updates three times per year along with anecdotal observations to document 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 complete the absence form no later than 8:00 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.

## Early Childhood (Toddler - Prekindergarten) Dismissal

**Toddlers - PreK:** Any changes in dismissal should be emailed to your child's homeroom teachers, Stacey Macor ([stacey.macor@hawken.edu](mailto:stacey.macor@hawken.edu)) and Tina Ecker ([tina.ecker@hawken.edu](mailto:tina.ecker@hawken.edu)) at least one hour prior to their dismissal time. Any urgent, last minute changes should be reported to Stacey Macor by calling (440) 423.2981.

**Kindergarten:** 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.

Early Childhood Parking Lot:

**Morning Arrival:** Reserved for Toddler - PreKindergarten drop-off. Families are required to park to walk their children to their classroom. Kindergarten families are to utilize the morning carpool drop-off line and should follow the guidelines provided below.

**Afternoon Dismissal:** Reserved for Toddler - Kindergarten dismissal. Each classroom will communicate dismissal routines.

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 in the Early Childhood program who have not been picked up by 3 p.m. will be signed into After Care.

## Lower School (Grades K/1 - 5) 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 and Taplin Commons or in the Early Childhood Parking Lot. 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 After Care program when they have missed their buses or when parents arrive later than 3:15 p.m. for students in grades 1-5. Students in the Early Childhood program who have not been picked up by 3 p.m. will be signed into After Care.

## Lunches and Snacks

All students participate in the school lunch program. We make every effort to maintain a nut and peanut-free environment, and adhere to strict allergy protocols. It is for this reason that no outside food is permitted into the school for Grades toddler -5th grades. Families can discuss non-food options to share for birthday celebrations or holidays as an alternative.

The only exceptions are when specific medical or religious needs are present (although the lunch fee is still assessed). Under medical 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, also adhering to the restrictions noted above.

Snacks are provided for all grade levels during the school day.

## 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 Katie Courtney at (440) 423-2071 or [katie.courtney@hawken.edu](mailto:katie.courtney@hawken.edu).
- 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.

## Early Childhood (Toddler - Kindergarten) Dress Code

### Toddler - PreKindergarten

Early Childhood students are encouraged to wear clothes that are comfortable, easy to move in, support independent toileting, and can get dirty! Clothes for active play allow children to engage fully in activities throughout the day and clothing with elastic waist bands or easy fasteners support feelings of confidence with toileting and when changing. While the toddler - prekindergarten programs do not strictly adhere to the [Lower School dress code](#), two parameters apply:

- Required: Please no shoes with open toes or holes: Crocs and sandals, for example, are not permitted. We have wood chips on our playgrounds and often explore outdoors. For safety we ask that only “closed” shoes and boots are sent to school.
- Required: We ask that children do not wear shirts with any commercial graphics to school (Disney or Marvel characters, for example). The imagery can impact play scenarios as children develop and can hinder the organic, spontaneous and incredibly imaginative child-generated play of which children are so wonderfully capable. We want to ensure full imagination and creativity is supported and encouraged in play!
- Recommended: While jeans are now permitted as part of the Kindergarten-12th grade school dress code, please note that denim is often some of the most difficult clothing for young children to manage independently with success. Denim can also become heavy, uncomfortable and does not dry easily after jumping in puddles! We recommend material that more easily promotes independence, full engagement and comfort.

Rain Boots: Jumping in puddles and playing in mud are not only favorite activities for young children, but the freedom to do so is important for healthy sensory and motor development! On this note, rain boots are a helpful and welcome addition to the daily “gear” available to children. Some families choose to take boots back-and-forth each day, while others will keep a second inexpensive or “hand me down” pair at school. The choice is yours!

### Kindergarten

As with toddlers - prekindergarten, kindergarten students are encouraged to wear clothes that are comfortable, easy to move in, support independent toileting, and can get messy! Clothes for active play allow children to engage fully throughout the day and clothing with elastic waist bands or easy fasteners support feelings of confidence with toileting. **Kindergarten students follow the Lower School Dress Code, which can be found [here](#). Please take time to familiarize yourself with the guidelines. Additionally, here are a few recommendations:**

- Please no shoes with open toes or holes: In addition to slippers, Crocs, flip-flops, and athletic slides that may not be worn, we recommend in early childhood that this list also includes sandals. We have wood chips on our playgrounds and often explore outdoors. For safety we recommend that only “closed” shoes and boots are worn/sent to school.
- You will note that “Attire that depicts or advocates violence, criminal activity, the use of alcohol or drugs, pornography, or hate speech is prohibited.” In addition, we ask that children do not wear shirts with any commercial graphics to school (Disney or Marvel characters, for example). The imagery can impact play scenarios as children develop and can hinder the organic, spontaneous and incredibly imaginative child-generated play of which children are so wonderfully capable. We want to ensure full imagination and creativity is supported and encouraged in play!
- Jeans are now permitted as part of the dress code. However, please note that denim is often some of the most difficult clothing for young children to manage independently with success. Denim can also become heavy, uncomfortable and does not dry easily after jumping in puddles! We recommend material that more easily promotes independence, full engagement and comfort.

Sunscreen and sun hats: A form that you will be asked to complete at the beginning of the year is for approval for us to help your child apply sunscreen throughout the day during the summer and spring months. We will use the sunscreen you provide for your own child so that the individual needs and preferences for each can be met.

Rain Boots: Jumping in puddles and playing in mud are not only favorite activities for young children, but the freedom to do so is important for healthy sensory and motor development! On this note, rain boots are a helpful and welcome addition to the daily "gear" available to children. Some families choose to take boots back-and-forth each day, while others will keep a second inexpensive or "hand me down" pair at school. The choice is yours!

#### 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 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 shirts with commercial graphics 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 on these days, children can show their Hawken spirit by wearing red and gray and/or Hawken apparel.

#### Labeling

All clothing, backpack, shoes, boots and items should be marked clearly with each student's name. All unclaimed clothing will be given to an agency of the Division Directors' 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.

## Lower School (Grades K/1 - 5) Dress Code

### **Hawken School Dress Code (Kindergarten to Grade 12 - Lyndhurst, Gates Mills, Mastery School)**

Hawken's dress code 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 individuality. Additionally, student clothing must be suitable to the needs of all scheduled learning activities, including science labs, makerspaces, or other activities where unique hazards exist. Our courses may require specialized attire, such as business attire for meetings with community partners and for presentations, sports uniforms, or safety gear.

Students should make sure to have at least one business casual outfit and should be prepared to hold to a higher standard of formality for special occasions.



With the well-being of every member of our community in mind, the following guidelines should help students meet the standard of acceptable attire across Hawken School:

- Jeans, leggings, jeggings, and joggers are acceptable.
- Clothing must be in good repair (no cut-off clothing or clothing with designer tears).
- Attire that depicts or advocates violence, criminal activity, the use of alcohol or drugs, pornography, or hate speech is prohibited.
- Undergarments should not be visible and tops must cover the midriff or underwear when standing or sitting.
- Sleepwear, sweatpants, and pajama pants may not be worn.
- Hats and hoods may not be worn inside buildings.
- Slippers, Crocs, flip-flops, and athletic slides may not be worn.

Because dress choice is often a personal matter, faculty and staff are encouraged to treat infractions of the dress code with sensitivity and discretion.

#### Please Note

When in question about appropriate dress, the Division 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 toddler through fifth 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 on these days, children can 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 Division Directors' 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 Early Childhood and 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 directors and/or assistant directors
- 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 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 two points of entry: Lincoln Hall and Hurwitz Hall. Video cameras record the activity on a daily basis. 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 Bolton Hall entrance is for scheduled visitors of the Admission or Head of School Offices, and are also locked, using a buzz-in and camera system.

## 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 diverse cultural and religious beliefs represented in our student body. Parents are encouraged to participate in and offer support for such programs. Please contact the Division Directors for additional information.

## Telephones

Please complete all after-school arrangements prior to your child's arrival at school. When necessary, messages to children can be transmitted through the Early Childhood and Lower School Offices. 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

Early Childhood families 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 attend virtual or in-person assemblies throughout the year. 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 common classroom practice in Early Childhood through 5th grade, and it is our desire to make your child's day special while maintaining a low-key atmosphere. Please do not send in food items (due to food allergies), balloons or have gifts delivered to school. If you intend to send in a non-food treat, please reach out to your child's teacher in advance of your child's birthday to ensure the time and day are appropriate.

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.

### Parent/Guardian Night

Parents are invited to visit their children's classrooms, meet their teachers, and learn about the academic, athletic and auxiliary programming in the Early Childhood and Lower School.

# Middle School

440-423-2920

## Important Contacts

Jelani Watkins, Director of the Middle School  
(440) 423-2933

[jelani.watkins@hawken.edu](mailto:jelani.watkins@hawken.edu)

Program and Policies

Curriculum and Scheduling

Faculty Evaluations

Middle School Calendar

New Faculty Support

Katie Laskey, Assistant Director of the Middle School

(440) 423-4446; Ext. 342

[katie.laskey@hawken.edu](mailto:katie.laskey@hawken.edu)

Meg Fowler, Dean of Wellness and Psychologist

(440) 423-2922, Ext. 493

[meg.fowler@hawken.edu](mailto:meg.fowler@hawken.edu)

Katie Wetherbee, Dean of Academic Support and Learning Specialist

(440) 423.2078

[katie.wetherbee@hawken.edu](mailto:katie.wetherbee@hawken.edu)

Hannah Petroni, Assistant to the Director of the Middle School

(440) 423-2121; 423-4446, Ext. 321

[hannah.petroni@hawken.edu](mailto:hannah.petroni@hawken.edu)

Darnell Epps, Director of Fair Play Hawken School  
(440) 423-2991

[depps@hawken.edu](mailto:depps@hawken.edu)

Diversity, Equity, Inclusion and Justice

Tawana Dolman, Program Coordinator, DEI

(440)-423-2915

[tdolm@hawken.edu](mailto:tdolm@hawken.edu)

Middle School Program Deans

6<sup>th</sup> Grade: Emily Hasasneh

7<sup>th</sup> Grade: Liesl Hook

8<sup>th</sup> Grade: Peter Thomas

Middle School Student Life Deans

6<sup>th</sup> Grade: Dana Howard

7<sup>th</sup> Grade: Annie Monaghan

8<sup>th</sup> Grade: Princess Harrison

Katherine Gonzalez, Assistant Head of School for Enrollment Management

(440) 423-2992; 423-4446, Ext. 213

[katherine.gonzalez@hawken.edu](mailto:katherine.gonzalez@hawken.edu)

Enrollment, admissions, applications, financial assistance

Joe Dianetti, Associate Director of Athletics, Lyndhurst Campus

(440) 423-2063

[joe.dianetti@hawken.edu](mailto:joe.dianetti@hawken.edu)

Vicki Goodrich, Nurse, Lower and Middle Schools

(440) 423-2100; 423-4446, Ext. 330;

[vgood@hawken.edu](mailto:vgood@hawken.edu)

# Student Life

## Daily Schedule

8:15 AM - 3:10 PM

**Middle School students should arrive no later than 8:00 AM** and should transition from their grade-level pods to their first class no later than 8:10 AM on Mondays, Tuesdays, Thursdays, and Fridays.

Every Wednesday will be a "Late-Start" Wednesday which faculty members will use for meetings and planning time. Students arrive no later than 9:00 AM on Wednesdays and should transition from their grade-level pods to their first class no later than 9:10 AM. On every day of school, including Late-Start Wednesdays, the school building opens for students at 7:30 AM and supervision is 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 trimester (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 and Guardians 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.

Unplanned 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 using the [Hawken School Absence Form](#), accessible via HawkNet.**

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 using the [Hawken School Absence Form](#), accessible via HawkNet. 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/their return. Students who miss school for an 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 or tests and to remain current with the class. Students who miss school for an excused absence of longer than five days must get approval from a Middle School lead administrator for an individualized plan for making up missed work or tests.

#### 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, they must sign in at the Middle School Office and meet with any teacher whose class was missed as a result of the absence. Once students are dropped off on campus, students may not leave the campus premises until the end of the school day with the following exception—Students who leave school early must have parental permission and sign out in the Middle School office. Additionally, parents are required to communicate with the School in advance of students’ early departure. The School will determine whether the early dismissal is excused or not. Failure to secure permission prior to a non-emergency 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 extra- or co-curricular activities on that day, unless granted an exception by the Middle School director. These activities include, but are not limited to, athletics, rehearsals, and performances.**

# Dress Code

The following guidelines should help parents and students understand and meet the standard of acceptable attire in the Middle School:

## **Hawken School Dress Code (Kindergarten to Grade 12 - Lyndhurst, Gates Mills, Mastery School)**

Hawken's dress code is gender-neutral and strives to value students' self-expression, comfort, and community norms. While acknowledging the various body shapes and sizes and the types of clothing styles that affect our students, we want our community to demonstrate both our uniqueness to reflect respect for themselves, others, and our learning environment while allowing for individuality. Additionally, student clothing must be suitable to the needs of all scheduled learning activities, including science labs, makerspaces, or other activities where unique hazards exist. Our courses may require specialized attire, such as business attire for meetings with community partners and for presentations, sports uniforms, or safety gear. Students should make sure to have at least one business casual outfit and should be prepared to hold to a higher standard of formality for special occasions.

With the well-being of every member of our community in mind, the following guidelines should help students meet the standard of acceptable attire across Hawken School:

- Jeans, leggings, jeggings, and joggers are acceptable. Sweatpants may not be worn.
- Clothing must be in good repair (no clothing with designer tears).
- Attire that depicts or advocates violence, criminal activity, the use of alcohol or drugs, pornography, or hate speech is prohibited.
- Sleepwear, including pajama pants, may not be worn.
- Undergarments should not be visible.
- Hats and hoods may not be worn inside buildings.
- Slippers, Crocs, flip-flops, and other athletic slides or rubber shoes may not be worn.

Because dress choice is often a personal matter, faculty and staff are encouraged to treat infractions of the dress code with sensitivity and discretion.

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.



# Middle School Support Services for Students

Our Support Services Team serves Middle School students and includes the Dean of Wellness (clinical psychologist) and Dean of Academic Support (learning specialist), the two lead administrators apart from the Middle School director and assistant director. The Support Services team works in close concert with advisors, class deans, and faculty to offer individualized support to students as they work toward 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 Middle School environment and expectations

The Dean of Academic Support establishes a caring partnership with students as they work collaboratively on academic and skills-based interventions, including study skills, test taking, time-management and organizational support. The Dean of Wellness is available to work with students and care-givers 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 Middle School Support Services team creates comprehensive intervention and support plans for select students. They also participate in Student Round Tables, which are meetings structured to increase our understanding of learning styles, challenges, and strengths of our students. Overall, the Support Services team and Middle School faculty strive to support and enrich the lives of our students and families.

## **Tutoring Policy for Outside Tutors**

Students typically cannot work with a tutor during the school day, due to space and time constraints. If you would like a tutor to work with your child on campus at any time, tutors are required to:

- Contact our Human Resources department;
- Complete a background check at their own expense;
- Contact Katie Wetherbee, the Middle School Dean of Academic Support, to create an appropriate tutoring plan and schedule. Mrs. Wetherbee will partner with faculty, parents and students in order to monitor academic engagement between all parties and ensure academic continuity.
- Sign in with the Middle School office, to receive a Visitor Badge, and be directed to an assigned room. We cannot guarantee a dedicated work space on campus.

# Guiding Principles and Expectations for Behavior

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 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, and behave 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 should respect individuals and their opinions, cooperate as team players, both on and off the field, and 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 discord 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 uphold the dignity of every member of the Hawken community, accepting and valuing the identities of each person. 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 or receiving unauthorized aid on any schoolwork that may be considered in the grading process, including homework, class work, projects, check-ins, quizzes, tests, presentations.

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
- 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.

### Hawken School Generative AI Policy

Given the recent advancements in artificial intelligence, we have articulated our generative AI policy to help guide you in the proper use of this technology. Please see Appendix G.

Violations of school expectations for academic integrity, including plagiarism and all forms of cheating, are serious offenses and may result in 0 credit for any assignment or assessment when cheating is evidenced, communication with parents, and the requirement to re-do an assignment or assessment (with or without the possibility of credit). Repeat offenses may result in further and more severe disciplinary action. Violations of school expectations for academic integrity, especially following disciplinary consequences, may call into question a student's potential for advancement to the next grade level or select advanced coursework.

## Student Conduct

### **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 (see Disciplinary Statuses, Suspension and Expulsion sections below) 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 Middle School 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 expectations and 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 consequences 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. Consequences for students are only shared with the respective student, their parents or guardians, and supporting faculty and administrators.

Examples of Possible Outcomes:

- Teacher-student meeting
- Round Table discussion
- Removal from class
- Parent-Advisor meeting
- Psychologist-student meeting
- Loss of privileges during and outside of school hours
- Out of school suspension
- Removal from class trips, including Doorways

## **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 themselves 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. 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.

## **Disciplinary Status**

Disciplinary status is a formal response to disciplinary infractions from the office of the division director that indicates that a student is not in good standing with the school. The status of disciplinary warning is just shy of disciplinary probation, meaning that any further violations of school rules, norms, or expectations may lead to that student being placed on disciplinary probation. A student may be placed

on disciplinary probation for significant violations of the rules, norms, or expectations of the school. Disciplinary probation is a formal notice that further violations of the major school rules, norms, or expectations could result in suspension or expulsion.

Disciplinary status may last between 4 to 12 weeks, depending on the severity of the violation. The end of all probationary statuses and some warning statuses will include a conference in which a student and their family will meet with the student life dean (or an administrator ) and should expect to return to good standing. This conference will remind the student of the actions that resulted in the disciplinary probation that must be avoided and encourage reconnection with the community. This conference will also be the space for the student to demonstrate learning and growth from the status period.

Disciplinary status and respective consequences are unique to each student. They are not permanent, but some of the consequences cannot be undone. Assigned faculty members 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 a disciplinary status must still refrain from the behavior that placed them on a status or the student risks an elevated status or removal from the community.

At the discretion of the middle school director, in addition to other consequences and supports in place for a student, a student on disciplinary status may have limits placed on their participation in co-curricular or leadership activities, including but not limited to Athletics, the Middle School Musical, the Council of Representatives (CoRE), Speech & Debate Team, and other Hawken-sponsored before school or after school activities.

### **Disciplinary Warning**

A student may be placed on disciplinary warning, and parents notified for a violation of basic school expectations and guidelines. See below for examples:

- Repeated tardiness to class
- Repeated dress code violations
- Minor disruptions in classrooms or other community spaces
- Mildly inappropriate or disrespectful behavior towards faculty or staff
- Repeated use of cellular devices during school times
- Minor misuse or mistreatment of school property
- Rough-housing
- Minor violations of Acceptable Use Policy (AUP)

### **Disciplinary Probation**

A disciplinary probationary status may be a clear indication that a student's status at the school is in jeopardy. Students may be placed on disciplinary probation when, in the opinion of the Director, they have violated behavioral, interpersonal, or community expectations. See below for examples:

- Repeated offenses from a former disciplinary warning status
- Cheating, plagiarism, or other academic integrity violations
- Bullying or cyberbullying
- Verbal harassment, altercations, or threats
- Skipping class or leaving campus without permission
- Vandalism
- Theft of minor items
- Instigating or encouraging physical altercation
- Physical harm to another individual
- Misuse of safety equipment
- Possession of prohibited dangerous items
- Severe disruption of the learning environment

# Suspension or Expulsion

Hawken is committed to maintaining an atmosphere 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, behaved in a way that compromises safety, or otherwise is detrimental to the school community, Hawken reserves the right to remove that student 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 incident review that leads to 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 determines that the facts from the incident review 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 expectations, 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 are responsible for their academic work. Homework or assessments 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 parents are deemed to understand and agree to these procedures.

7. Students on suspension are not allowed to participate in co-curricular activities, including but not limited to Athletics, the Middle School Musical, Speech & Debate Team, and other Hawken-sponsored before school or after school activities.

## 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 no later than 8:10 am each day. Students may arrive as early as 7:30 am. The Middle School entrance is locked 24 hours a day. As such, students are required to have their personalized ID tag/door fobs to gain entrance into the building. Middle School dismissal is supervised each day until 3:30 pm. 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 Supervision. Families are billed for usage through the Extended Day program. Students who have not been picked up from the Middle School After School Supervision/Study Hall by 5:30 pm, 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. **Questions about Middle School After-School Supervision should be directed to ReGinae Reynolds at [reginae.reynolds@hawken.edu](mailto:reginae.reynolds@hawken.edu).**

**Once students arrive at school, they must remain on-campus at all times**, unless attending a Hawken sanctioned, adult-supervised event. For example, students are not allowed to leave campus for any reason while they wait for a late pick-up, or waiting for a late game or practice to begin.

## 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, DEIJ work, identity exploration, 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 8<sup>th</sup> grade Chapel Talks, musical performances, student or guest 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.

# Academic Programs and Related Information

Middle School students may arrive as early as 7:30 a.m. School begins promptly at 8:15 a.m. on Mondays, Tuesdays, Thursdays, and Fridays. Wednesdays are late-start days, with classes beginning promptly at 9:15 a.m.

The Sample Schedule below shows rotations and frequency of classes. Each student's elective classes and study hall blocks will vary.

**Sample Middle School Schedule, 2024 - 25**

|               | 1                                           | 2          | 3          | 4          | 5          | 6          | 7          | 8          |
|---------------|---------------------------------------------|------------|------------|------------|------------|------------|------------|------------|
| 8:15 - 9:00   | Chapel + Advisory; Extended Advisory; Clubs |            |            |            |            |            |            |            |
| 9:00 - 9:45   | HUMANITIES                                  | SCIENCE    | ELECTIVE 1 | HUMANITIES | SCIENCE    | ELECTIVE 3 | HUMANITIES | ELECTIVE 5 |
| 9:05 - 10:30  |                                             |            | ELECTIVE 2 |            |            | ELECTIVE 4 |            | HUMANITIES |
| 10:30         | BREAK                                       |            |            |            |            |            |            |            |
| 10:45 - 11:30 | ELECTIVE 5                                  | HUMANITIES | SCIENCE    | ELECTIVE 5 | HUMANITIES | SCIENCE    | ELECTIVE 1 | MATH       |
| 11:30- 12:15  | ELECTIVE 1                                  |            |            | ELECTIVE 4 |            |            | ELECTIVE 2 |            |
| 12:15         | LUNCH                                       |            |            |            |            |            |            |            |
| 12:55         | HEALTH, HP, STUDY HALL Rotation             |            |            |            |            |            |            |            |
| 1:40 - 2:25   | MATH                                        | ELECTIVE 3 | HUMANITIES | MATH       | ELECTIVE 1 | HUMANITIES | ELECTIVE 5 | ELECTIVE 3 |
| 2:25 - 3:10   |                                             | ELECTIVE 4 |            |            |            |            | ELECTIVE 2 |            |



## Homework

Academic engagement and responsibility beyond the classroom help strengthen and extend learning, as well as deepen important connections between home and school. Assigned homework is purposeful and aims to address specific, sometimes individualized, needs. Common purposes of homework include: 1) deepen understanding of class content, 2) work towards mastery of specific skills, 3) preview lessons to come, or 4) participate in an authentic learning experience outside the classroom.

The homework load increases incrementally every year in 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 Canvas for due dates and other details in order to ensure that assignments are completed in a timely manner. Students are responsible for independently completing all assignments, unless noted otherwise.

## Grades, Competencies and Comments

All Middle School students will receive grades & competencies (skills) three times per year at the end of each Trimester. Additionally, students will receive mid-trimester comments or reports in October, January, and April. Human Performance will act as the only course exception to this policy. Students will receive a "Meeting" or "Not Progressing" performance indicator six times per year, at the middle and end of each Trimester.

Mid-trimester comments or reports and end-of-trimester Report Cards serve two different purposes:

1. **Mid-trimester Comments or reports** address a child's progress towards learning outcomes. This communication includes what a student is learning, and where they are in their journey towards the proficiency of applied content knowledge and skills.
2. At the end of a trimester, the **Report Card** communicates how a student progressed towards learning objectives within a trimester based on evidence of observable or measurable demonstrations of learning. Learning outcomes are connected to broader learning goals, known as competencies, and students receive performance indicators (**Exceeding, Meeting, Developing, Not Progressing**) on their report cards as a measure of learning progress within the context of end-of-trimester expectations.

Grading Periods for 2024-2025 are noted below:

**1st/Fall Trimester ends Friday, November 8, 2024**

**2nd/Winter Trimester ends Thursday, February 13, 2025**

**3rd/Spring Trimester ends Thursday, June 5, 2025**

**Middle School grades are calculated as follows:**

|         |    |        |    |
|---------|----|--------|----|
| 97-100% | A+ | 77-79% | C+ |
| 93-96   | A  | 73-76  | C  |
| 90-92   | A- | 70-72  | C- |
| 87-89   | B+ | 67-69  | D+ |
| 83-86   | B  | 63-66  | D  |
| 80-82   | B- | 60-62  | D- |

**Middle School performance indicators are described in the table below:**

A competency-based system (explained further in the “Background: Competency-Based Learning” section below) reports a student’s **most recent and consistent performance** and demonstration of knowledge and skills. Performance indicators are used to communicate student progress on identified learning outcomes or what students are expected to know or be able to do.

| Performance Indicators with general descriptors                                                                                                                                       |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>EXCEEDING:</b> demonstrating exceptional understanding and application of introduced essential, transferable skills                                                                |
| <b>MEETING:</b> consistently meeting expectations and demonstrates effective application of introduced essential, transferable skills with few errors                                 |
| <b>DEVELOPING:</b> approaching expectations, but unable to consistently demonstrate effective application of introduced essential, transferable skills without additional support     |
| <b>NOT PROGRESSING:</b> demonstrating inconsistent or little understanding and application of introduced essential, transferable skills; requires additional time and a support plan. |

**Is It Possible to Achieve “Exceeding”?**

Students can earn an “Exceeding” performance indicator if they consistently demonstrate exceptional understanding and application of skills and course expectations.

**Why Does My Child Have Both a Grade Letter and Performance Indicators in Math and World Language?**

Classes whose performance have implications for matriculation at Hawken Upper School (World Languages and Mathematics) are continuing to report using both a letter grade and competencies as the Middle School and Upper School partner to communicate student progress.

**Background: Competency-Based Learning**

Each division of Hawken School aspires in its own way to grow toward more mastery-based, meaningful, and effective approaches to teaching and learning. At the Middle School, faculty work to enhance students’ voice, choice, and overall academic experience in numerous ways.

Years ago, the Middle School launched a dynamic and unique schedule that created space for faculty to offer elective options that span every discipline we teach, including English, History, Mathematics, Physical Science, Social Science, Visual Arts, Performing Arts, World Language, Computational Thinking & Design, as well as interdisciplinary courses. Students are able to lean into their curiosity, interests, and passions over the course of their Middle School experience.

Currently, we are turning our focus toward more effective models of teaching, learning, assessment, and feedback through competency-based learning practices, which makes learning powerful and meaningful, and prepares our students for participation in their current studies and activities, higher education, and life.

### **What is Competency-Based Learning (CBL)?**

Competency-based learning is an educational approach that puts students at the center of their learning. Learning is viewed as a continuous process with opportunities for improvement, and based on two essential beliefs: 1) that all students need a range of transferable knowledge and skills to succeed in school, career, and life, and 2) that students are diverse learners and can demonstrate learning in a variety of ways.

### **What Are the Essential Elements of CBL?**

The execution of CBL may not look the same in all learning environments; however, there are foundational components and practices that communicate learning goals and support student progress. These include:

- Measurable or observable **learning outcomes** that are identified and assessed for what a student knows and is able to do.
- Learning outcomes that are connected to broader learning goals known as **competencies**.
- Qualitative and quantitative **feedback** that is provided to students based on their demonstrated knowledge and skills. Learning is viewed as an ongoing process with opportunities for continuous improvement.

## **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 26 and 27 while student-led conferences will take place on Thursday and Friday, February 29 and March 1. 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 and "meeting" competency expectations in academic classes. Occasionally, students will find their progress at or below such levels, and these instances will be reviewed individually. When the academic progress and performance of a student in class does not meet minimum expectations, teachers will communicate their observations and concerns and work collaboratively to create a plan for

improvement. After this communication, 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, a 'D', or multiple "Not Progressing" competencies,) 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' or "Not Progressing" competencies 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,' more than one 'D', or multiple "Not Progressing" competencies, 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 8<sup>th</sup> 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 probation. Students on academic or disciplinary probation at the end of the third trimester 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/Flex Time

The purpose of Hawken's Middle School study hall/flex time 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.

## 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 and accepted by the Middle School director, and school nurse.

All students are expected to wear appropriate clothing for human performance classes. This includes t-shirt/long sleeved shirts, shorts/pants, and athletic shoes. Items that should not be worn include: skirts/dresses, sandals or athletic slides, crocs or other rubber shoes, dress shoes and dangling jewelry.

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 (Field Day)

Red and Gray are athletic societies to which each student belongs. Those who were Vikings in fifth grade become Reds in Middle School and those who were Cyclops become Grays. Upon entering the Middle School as a new student, the HP teachers assign the student to one society. If any member of a student's family has ever been a member of one society, the student 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.

## 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 community engagement and 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 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.

## 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 Guest/Visitor's badge. The Lyndhurst campus remains secure 24 hours a day.

## 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.

## 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 Clarence Bonner at [cbonn@hawken.edu](mailto:cbonn@hawken.edu).

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, etc.) are not permitted during the school day.

## Cell Phones

According to the Ohio Department of Education and Workforce, "Research shows that student use of cell phones in schools has negative effects on student performance and mental health. Cell phones distract students from classroom instruction, resulting in smaller learning gains and lower test scores. Increased cell phone use has led to higher levels of depression, anxiety, and other mental health disorders in children."

Cell phone use is not permitted during the school day, and students' cell phones must be kept in their lockers between the time they arrive until the end of the academic day. Exceptions apply for student cell phone use for a purpose documented in a student's learning or support plan, monitoring or addressing a health concern, or communicating home under direct supervision.

If a student violates this policy, a teacher or administrator shall place the student's cell phone in the middle school front office for the remainder of the school day. Multiple violations may result in a scheduled conference with the student's parent or guardian and a disciplinary status.

## 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

## 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 and Field (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.

Reminder: **Once students arrive at school, they must remain on-campus at all times**, unless attending a Hawken sanctioned, adult-supervised event. For example, students are not allowed to leave campus for any reason while they wait for a late pick-up, or waiting for a late game or practice to begin.

## Clothing

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



## Athletic Schedules and Pick-Up Times after Games

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](http://www.hawken.edu/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](http://www.hawken.edu/athletics).

# Upper School

## 440-423-4446 | Important Contacts

Matt Simon, Director of the Upper School  
(440) 423-2042; [matt.simon@hawken.edu](mailto:matt.simon@hawken.edu)  
Campus Director, teaching and learning, faculty, policy and procedures, school culture and discipline, school communications, professional learning, family-school partnership, calendar of events and assemblies

Katrina Hagen, Assistant Director of Academics and Operations  
(440) 423-4446, Ext. 573; [khage@hawken.edu](mailto:khage@hawken.edu)  
Curriculum, faculty, grades and evaluation

Katyana Norris, Assistant Director for School Culture and Community  
(440) 423-4446, Ext. 419;  
[katyana.norris@hawken.edu](mailto:katyana.norris@hawken.edu)  
Student leadership, culture and community

Darnell Epps, Director of Fair Play Hawken School  
(440) 423-2991; [depps@hawken.edu](mailto:depps@hawken.edu)  
Diversity, Equity, Inclusion and Justice

Tawana Dolman, Program Coordinator, DEI  
(440)-423-2915; [tdolm@hawken.edu](mailto:tdolm@hawken.edu)

Andy Jones, Dean of Students  
(440) 423-4446, Ext. 544; [ajone@hawken.edu](mailto:ajone@hawken.edu)  
Student discipline, student well-being, advisors

Heidi Wilbrandt, Assistant Dean of Students  
(440) 423-4446, Ext. 201; [hwilb@hawken.edu](mailto:hwilb@hawken.edu)  
Advisory, student well-being

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

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

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

Eleanor Anderson, Assistant to the Deans  
(440) 423-4446, Ext. 0; [eande@hawken.edu](mailto:eande@hawken.edu)

David Gillespie, Director of Information Management and Research, Registrar  
(440) 423-2113; [dgill@hawken.edu](mailto: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](mailto:cristan.harris@hawken.edu)

John Hawkins, Jr., Associate Director of College Counseling  
(440) 423-4446, Ext. 277;  
[john.hawkins@hawken.edu](mailto:john.hawkins@hawken.edu)

Katherine Gonzalez, Assistant Head of School for Enrollment Management  
(440) 423-2992; 423-4446, Ext. 213;  
[katherine.gonzalez@hawken.edu](mailto:katherine.gonzalez@hawken.edu)  
Enrollment, admissions, applications, financial assistance

Brittany Laznik, Assistant to the Director of the Upper School  
(440) 423-4446 Etx. 465;  
[brittany.laznik@hawken.edu](mailto:brittany.laznik@hawken.edu)

Brooke Lewicki, School Psychologist  
(440) 423-2943; [brooke.lewicki@hawken.edu](mailto:brooke.lewicki@hawken.edu)  
Academic support & counseling

Amanda Tandy, School Psychologist  
(440) 423-2085; [amanda.tandy@hawken.edu](mailto:amanda.tandy@hawken.edu)  
Academic support & counseling

Maria Steiner, Associate Director of College Counseling  
(440) 423-2126; [mstei@hawken.edu](mailto:mstei@hawken.edu)

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

Carlyn Zelko, Assistant to the Chief Academic Officer  
(440) 423-4446, Ext. 768; [czelk@hawken.edu](mailto:czelk@hawken.edu)

# Hawken Integrity Code

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

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

## Hawken Integrity Code

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

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

Matt Simon  
Director of the Upper School

Katyana Norris  
Assistant Director for School Culture and Community

Katrina Hagen  
Assistant Director of Academics and Operations

Andrew Jones  
Dean of Students

Heidi Wilbrandt  
Assistant Dean of the Upper School

# Support Services for Students

Hawken's Upper School Support Services Team serves students in grades 9-12 and includes two school psychologists, the Dean of Academic Support & Learning Specialist, and the Student Success Coach & Learning Support Teacher. These four professionals partner with advisors, deans and faculty to create opportunities and offer individualized direction and support for students to achieve their academic, intellectual and personal goals. This team is a key point of contact for students who may have a learning disability or other diagnosis that impacts their learning, as well as for students who are seeking additional support around academics or emotional well-being. Specifically, we strive to create a strong foundation of support through:

- Identification – of strengths and needs;
- Intervention - academic and/or socio-emotional skill instruction via individual appointments for specifically identified needs, as well as placement in Structured Study;
- Consultation – with caregivers, faculty and outside providers;
- Education and Prevention – programs and training for faculty on best practices to support all learners; and
- Self-Advocacy – increasing student self-awareness and the ability to navigate the Upper School environment and expectations.

The Dean of Academic Support & Learning Specialist, along with the Success Coach & Learning Support Teacher offer academic and tutorial support as well as skills-based interventions, including study skills, test taking, time-management and organizational support. The psychologists offer expertise in adolescent development and social, emotional, and behavioral concerns of this age range. They are available to students for brief counseling sessions to help identify needs, reduce distress, and/or teach skills that promote problem solving, positive peer relationships, conflict resolution, and communication, as well as to reinforce positive coping skills and resilience. The psychologists are also available to consult with caregivers and/or outside providers to enhance a student's well-being in the school and home environment. In addition, the psychologists help create a positive school climate and provide both crisis prevention and intervention services.

The psychologists and the Dean of Academic Support & Learning Specialist regularly consult with faculty and administration regarding best practices in the classroom, social emotional learning tools, and to create programming for students. When appropriate, the Support Services team assists families in connecting with external resources and providers. Further, the Dean of Academic Support & Learning Specialist, the Success Coach & Learning Support Teacher and the psychologists work together to create comprehensive intervention and support plans for students who may have been identified as needing such support. The team does this through the scheduling of Student Rounds, which are meetings of a student's teachers, advisors, dean and the Support Services team. These Student Rounds serve to increase our understanding of learning styles, challenges, and strengths. The Dean of Academic Support & Learning Specialist, the Success Coach & Learning Support Teacher, and the Upper School psychologists work closely with the student's academic team (faculty, advisor, dean, and parents) to monitor student progress on a regular basis. Finally, requests for learning accommodations at Hawken and/or on standardized tests (PSAT, ACT, SAT, etc.) are managed through this department.

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

Only those outside tutors who have contacted Hawken's director of human resources and have completed a background check (at their own expense) may work with Hawken students on campus. We cannot guarantee a dedicated work space on campus.

We expect tutors meeting with students on campus to:

- Confer with Jackie Hersh, Dean of Academic Support & Learning Specialist, or one of the school psychologists, Amanda Tandy or Brooke Lewicki, to create an appropriate tutoring plan and schedule.
- Sign in with the assistant to the deans 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 deans of any issues that may have a significant impact on a student. In addition, advisors guide their 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.

## Deans

The Dean of Students (Andy Jones) and Assistant Dean of the Upper School (Heidi Wilbrandt) work with individual advisors to monitor the overall growth and progress of all students. The deans in conjunction with the assistant director for school culture and community will also work to maintain a consistent pattern of advising and communication with families.

# 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 11<sup>th</sup> and 12<sup>th</sup> grades (each year up to one semester may be taken as an intensive)

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

Language – successful completion of Level 3 in French, Spanish, Latin, or Chinese, or completion of 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 11<sup>th</sup> or 12<sup>th</sup> grade or over the summer (at Hawken).

Science – successful completion of Physics, Chemistry and Biology

Arts – Classes of 2024-2026: four semesters or intensives of visual or performing arts. Classes of 2027 and beyond: five semesters or intensives of visual or performing arts; up to two semesters of coding may substitute for arts

Human Performance – Hawken students must complete Health 1, get CPR/AED certified, and take five semesters of Human Performance activity:

- Two semesters of Human Performance 101 in grade 9
- Two semesters of Basic Fitness, Advanced Performance, or Restorative Techniques in grade 10
- One semester of Fitness Elective, Sport Elective, or Restorative Techniques in grade 11

Credit for sport elective will only be permitted for one season of an OHSAA-sanctioned varsity and junior varsity athletic competitions through Hawken. Exemptions are not granted for participation on outside teams such as, but not limited to, equestrian, gymnastics, fencing, soccer, ice skating and ice hockey.

# Upper School Rotation Schedule, 2024-2025

| Regular Schedule |                                                                   |   |   |   |   |   |   | Late Start<br>Wednesdays        |                                            |  |  |  |  |  |  |
|------------------|-------------------------------------------------------------------|---|---|---|---|---|---|---------------------------------|--------------------------------------------|--|--|--|--|--|--|
| 8:30 a           | A                                                                 | E | B | F | C | G | D | 8:30 to 9:50, 80 mins           | Class 1<br>9:30 to 10:35, 65 mins          |  |  |  |  |  |  |
| 8:45 a           |                                                                   |   |   |   |   |   |   |                                 |                                            |  |  |  |  |  |  |
| 9:00 a           |                                                                   |   |   |   |   |   |   |                                 |                                            |  |  |  |  |  |  |
| 9:15 a           |                                                                   |   |   |   |   |   |   |                                 |                                            |  |  |  |  |  |  |
| 9:30 a           |                                                                   |   |   |   |   |   |   |                                 |                                            |  |  |  |  |  |  |
| 9:45 a           | Flex Block                                                        |   |   |   |   |   |   | 9:50 to 10:30                   | Flex Block                                 |  |  |  |  |  |  |
| 10:00 a          | Advisory, School Meeting, Affinity Groups, Peer Groups, Clubs     |   |   |   |   |   |   |                                 |                                            |  |  |  |  |  |  |
| 10:15 a          |                                                                   |   |   |   |   |   |   |                                 |                                            |  |  |  |  |  |  |
| 10:30 a          | B                                                                 | F | C | G | D | A | E | 10:30 to 12:20, 80 mins + lunch | Class 2 + Lunch<br>11:15 to 12:50, 95 mins |  |  |  |  |  |  |
| 10:45 a          |                                                                   |   |   |   |   |   |   |                                 |                                            |  |  |  |  |  |  |
| 11:00 a          |                                                                   |   |   |   |   |   |   |                                 |                                            |  |  |  |  |  |  |
| 11:15 a          |                                                                   |   |   |   |   |   |   |                                 |                                            |  |  |  |  |  |  |
| 11:30 a          |                                                                   |   |   |   |   |   |   |                                 |                                            |  |  |  |  |  |  |
| 11:45 a          |                                                                   |   |   |   |   |   |   |                                 |                                            |  |  |  |  |  |  |
| 12:00 p          | C                                                                 | G | D | A | E | B | F | 12:20 to 1:40, 80 mins          | Class 3<br>12:50 to 1:55, 65 mins          |  |  |  |  |  |  |
| 12:15 p          |                                                                   |   |   |   |   |   |   |                                 |                                            |  |  |  |  |  |  |
| 12:30 p          |                                                                   |   |   |   |   |   |   |                                 |                                            |  |  |  |  |  |  |
| 12:45 p          |                                                                   |   |   |   |   |   |   |                                 |                                            |  |  |  |  |  |  |
| 1:00 p           |                                                                   |   |   |   |   |   |   |                                 |                                            |  |  |  |  |  |  |
| 1:15 p           | Break --- Break --- Break --- Break --- Break --- Break --- Break |   |   |   |   |   |   | 25 mins                         | Break                                      |  |  |  |  |  |  |
| 1:30 p           |                                                                   |   |   |   |   |   |   |                                 |                                            |  |  |  |  |  |  |
| 1:45 p           |                                                                   |   |   |   |   |   |   |                                 |                                            |  |  |  |  |  |  |
| 2:00 p           | D                                                                 | A | E | B | F | C | G | 2:05 to 3:25, 80 mins           | Class 4<br>2:20 to 3:25, 65 mins           |  |  |  |  |  |  |
| 2:15 p           |                                                                   |   |   |   |   |   |   |                                 |                                            |  |  |  |  |  |  |
| 2:30 p           |                                                                   |   |   |   |   |   |   |                                 |                                            |  |  |  |  |  |  |
| 2:45 p           |                                                                   |   |   |   |   |   |   |                                 |                                            |  |  |  |  |  |  |
| 3:00 p           |                                                                   |   |   |   |   |   |   |                                 |                                            |  |  |  |  |  |  |
| 3:15 p           |                                                                   |   |   |   |   |   |   |                                 |                                            |  |  |  |  |  |  |

## 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. Through exploring a career path, having a once-in-a-lifetime adventure, serving a community in need, or pursuing a creative passion, Hawken projects encourage self-discovery, independence and responsibility: the hallmarks of a Hawken education.



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 and identify potential mentors. Students also often connect with the alumni office to identify potential mentors. 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 (either December or 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 Hawken Project. 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 do a Hawken Project their senior year.

If seniors choose to take an academic intensive course instead of completing a Hawken Project, 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 course 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 [C- or higher] and adhere to the school attendance policy for intensives. They must also be positive, cooperative additions to the class.

## 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. 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.

Average nightly homework in each class during the rotation varies depending upon the grade level and the advanced nature of the course. 9th grade courses (e.g. Physics 9, Humanities 9; Algebra 1; Level 1 Languages) are designed to have, on average, between 30 and 45-minute assignments due for each class meeting. Most standard courses for older students or for students from multiple grades (sometimes including 9th graders) 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 some 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 limit to four the number of honors and AP classes a student can take. If a student wishes to take more than four honors or AP courses (inclusive of opting for Honors credit in Honors-Optional courses), they should discuss it with their parents, advisor and dean and begin the formal process to petition. Upon submission of the form, a committee of administrators will meet to consider the request and will inform the student of the outcome.

During the intensive, homework amounts vary, but should normally be between 1-3 hours per night.

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, teacher, or the learning support specialist.

## Assignments Policy

Faculty are expected to post homework assignments on Canvas by 4:30 pm of the day the class meets. 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, meet with teachers to discuss it further when appropriate, and incorporate the corrections and suggestions into future work. Unless individual arrangements are made in advance, or there is a specific exception granted by the director, assistant directors, deans, or department chair, faculty members may deduct up to 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 (Canvas, Hawken email, or Hawken Google account) 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. All submitted electronic work must follow teacher instructions for sharing and access. Work submitted without proper sharing and access may be considered missing and accrue all appropriate consequences.

## 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 their class. In some cases, particularly for younger students, support may be needed in having such conversations. Advisors, and deans 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. An independent study course does not take the place of an academic course and cannot be used to fulfill a diploma requirement. It is usually taken as a 6th course.

## 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 Advanced rather than AP.

AP Exams are administered during the first two weeks of May and are a requirement for all students taking AP courses at Hawken School. If a student wishes to take an AP Exam for a course they are not enrolled in, they must contact the AP Coordinator by October 30th to receive a "join code" and register at [myap.collegeboard.org](http://myap.collegeboard.org). Students taking an AP Course register for their AP Exam in their AP class by "joining" the class at [myap.collegeboard.org](http://myap.collegeboard.org). The deadline for them to register is November 15th. The cost for all AP Exams is \$100.00 and is billed through the student's account by the billing office. Any change or cancellation after November 15th will result in a \$40.00 additional fee.

When choosing a Hawken Project or Spring Semester Intensive, it is the student's responsibility to be sure they will be available on campus to take their AP Exams during the regular exam dates (May 5-16, 2025)

## Auditing Courses

With teacher, department chair and dean 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. 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 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 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:

|         |    |          |    |
|---------|----|----------|----|
| 97-100% | A+ | 77-79%   | C+ |
| 93-96   | A  | 73-76    | C  |
| 90-92   | A- | 70-72    | C- |
| 87-89   | B+ | 67-69    | D+ |
| 83-86   | B  | 63-66    | D  |
| 80-82   | B- | 60-62    | D- |
|         |    | below 60 | F  |

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: Academic Comments

Each parent or guardian will electronically receive written reports on general academic progress at approximately the middle of each rotation. During the intensives, teachers will provide an update during the second week on student progress. The focus is on the course, its objectives, and the degree to which each student is measuring up to those objectives. While some comments may include a student's average in the course at the time of the comment, it is not an expectation that grades will be attached to comments.

## 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 (C or below) 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 taken at Hawken (excluding human performance but including Health 1 and 2) or through an approved external partner (e.g. SEGL, School Year Abroad, BYU, GOA, and The Mountain School). 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, modeled after Phi Beta Kappa, allows us to elect a maximum of 20% of the senior class but leaves the specific number up to each school. A 2021 Senate resolution revised our selection process to bring it more in line with what we value as academic excellence, honor, and justice, which are the mottos of the Society. The annual selection of students begins with the top one-third of the senior class, according to a weighted ranking through the middle of the senior year, but the selection is not solely based on class rank, given that narrow differences in quality points typically separate the top third of the class's credentials. As instructed by the resolution, faculty are solicited through an assets-based lens to recommend students who best represent the values of Honorable Scholarship, defined as creativity, discipline, resilience, growth, engagement, empathy, intellectual curiosity, hard work, and integrity. Students are not eligible for induction during their first year of attendance at Hawken.

Each student selected for induction (1) should have taken a rigorous course of study; (2) must have demonstrated academic integrity and good character throughout their Upper School year; and (3) 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 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 or more F grades, will be contacted directly by one of the deans to arrange a conference with the family, student, dean, advisor, and potentially another member of the upper school leadership team to formalize an academic improvement plan.

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 delineated in the academic improvement plan, 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 may 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 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.).

## 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 treated compassionately, fairly, and with dignity. The Council is specifically aware of the need for confidentiality in its proceedings while acknowledging the importance of restorative justice as it pertains to the Hawken community as a whole..

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 and restorative justice processes are ones that all can trust and respect.
- makes clear to all constituencies, the nature of academic and personal integrity as it is valued at Hawken, including the various kinds of breaches of integrity, the process for handling violations, and ways in which our community promotes upstander behavior.
- establishes programs, policies, and guidelines for the encouragement of integrity at Hawken, which includes celebrating student actions that honor integrity and reflect fair play.
- affirms existing guidelines for the reporting of disciplinary offenses and establishes guidelines for its own procedures as they relate to restorative justice.
- reviews cases referred by the director and deans. Appropriate cases include disciplinary infractions involving breaches of integrity, such as cheating, dishonesty, plagiarism, misuse of AI, creating a hostile learning environment, a lack of responsibility to self or others and other areas of concern noted in the US handbook,
- recommends to the Upper School director and deans, by consensus, ways in which students can rebuild trust and demonstrate their commitment to the Hawken community after a violation has occurred. 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 full year, with the intent to return to Hawken at the conclusion of the program (including a senior intending to be away but return for graduation), must obtain permission in advance of applying to the program. Examples of such programs include School Year Abroad, Mountain School, Island School, or SEGL. To qualify for Hawken credit, the program must be approved by Hawken School. Students may choose to include the grades of approved programs in the computation of their GPA.

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 only receive graduation credit for specially-designated summer academic courses offered by Hawken or pre-approved partner organizations to help students complete graduation requirements or prerequisites rather than summer enrichment programs. Other elective courses chosen by students or families will not earn Hawken credit nor be listed on our transcript. Questions regarding Exceptions to this policy should be directed to academic department chairs or the assistant director.

## The Academic Day

Monday to Fridays: 8:30 - 3:25. Late start Wednesdays: 9:30 - 3:25. Students may be on campus between the hours of 7:30 - 5:30, with the ability to stay later when participating in an extracurricular activity supervised by a Hawken employee (e.g, HPS rehearsal, robotics practice, volleyball game, etc.).

Intensives generally run from 9:00 - 3:15. Individual class variations during Intensives will be announced 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 26 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), Baseball (B)

Note: 9th grade and junior varsity teams exist in many of the sports listed. Please direct questions regarding athletic teams to the athletic department.

## Athletic Eligibility

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

## Athletic Handbook

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

# 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. Sophomores are assigned an individual college counselor in late November. The ratio of students to counselor is 35:1 (or less). 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. The college counselors are well equipped to support athletes, artists, actors, and musicians in the specialized processes that are required by colleges. In addition, the college office assists students in applying for gap years, 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 100 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. Seniors must inform their classroom teacher in advance when they plan 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 Canvas.

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 deans 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 school culture and community and assistant director for teaching and learning.

# Student Life

## Student Clubs and Organizations

Hawken clubs represent the widespread interests of our school, and provide learning beyond the classroom. With more than 30 clubs to choose from, these student-based organizations are a space for students to cultivate leadership skills and collaboration. Clubs are run by student leaders with faculty advisorship.

## Affinity Groups

Affinity Groups represent the widespread diversity of our school. They are designed to encourage interaction and community among students of the same cultural, racial, or ethnic background. Students who are in a specific affinity group can speak from the first person's "I" and "we" perspective. Run by student leaders and advised by faculty or staff, affinity groups allow students time to reflect and express their identity in a safe and empathetic community.

## Peer Leaders

The mission of this program is to create ongoing healthy relationships between seniors and 9th graders. Peer Leaders consist of a group of seniors who regularly meet with the 9th grade students for the entire year to help with their transition to the upper school. The goal is to ease the transition of the 9<sup>th</sup> graders into the academic and social environment of the upper school while making them feel welcome in the Hawken community. Examples of such topics covered by the Peers Leaders with their 9th grade cohorts include healthy relationships, consent, time management, and seeking help when needed from Peer Leaders or faculty. Peer Leaders also assist with both the 9<sup>th</sup> 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 (Ansel, Bolton, Chester, Mather). 9th grade 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 school culture and community to create healthy moments of competition and fun for the student

## Community Engagement

Our approach to community engagement is rooted in the Hawken'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 one or two all school community engagement days each year. These initiatives provide leadership opportunities for students in all grades and include independent volunteering and internship opportunities. The school offers community-based learning electives, and 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 their transcript.

## Student Conduct

At Hawken, students are expected to conduct themselves in a mature and sensible manner and to respect the dignity of all. 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. Hawken will often employ a restorative framework for handling disciplinary situations. Students may be required to engage with one another in open dialogue where trust within the community is restored following an incident. 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.

Students are expected to use social media, texting, messaging, etc. in a manner that demonstrates respect for the dignity of all members of the Hawken community. Students should check in with a Dean, administrator or their advisor if they have questions about whether their posts, texts, messages, etc. are respectful of the dignity of all members of the Hawken community.

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, and will result in the school employing a designated person's student harassment protocol to investigate the allegation(s) and determine a school response.

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 dean or the assistant to the deans until their departure for home at or after 3:25 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 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.
- Overt and public displays of affection are not suitable for a school setting and are prohibited.
- Students must respect the community's need for quiet; loud behavior that prevents others from the work of education is disrespectful and if repeated or particularly insensitive, may result in disciplinary consequences.
- Students may not talk on their cell phones in class or when asked not to by an adult member of our community. Repeated violations 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 not wear headphones or in-ear listening devices (earbuds, AirPods, etc) while walking in the halls. Students must only use headphones and earbuds in class with the teacher's permission. This is designed to create an environment of community and interaction rather than isolation.
- Students are prohibited from recording videos or audio of community members on campus without permission from the administration, unless the recording is for a school project and the teacher of the project has given explicit permission.
- Students are expected to use good manners in the dining rooms, which includes returning all used plates, cups and cutlery, keeping tables clean, pushing in their chairs so as to not cause additional work for Hawken employees or students on stewardship. Additionally, students are expected to be courteous toward and honor the dignity of each member of our custodial and dining services staff.
- Food is permitted in classrooms only with permission from and under the supervision of the teacher.
- Students are not allowed to have food delivered to school during the school day, nor bring in off-campus food during or after lunch. Dishes and or utensils from the White House may not come into the building, unless a student has permission from the deans.
- 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 in any carpeted common areas in the building is discouraged and may only be done with both caution and integrity (if you spill something, say something so it can be properly cleaned up or repaired). When accidents occur with spilling a drink or getting food on a carpet, etc., students must both notify the deans right away and assist with cleaning up. If the carpet cannot be cleaned up or repaired, the Upper School has the right to charge the family for the replacement.
- 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 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. Students should drink from cups or water bottles with lids or screw-on tops to minimize spillage.
- All school rules, including upholding the dignity of community members, apply when on school transportation.
- Gambling is not permitted on campus at any time.
- Weapons are not permitted.

## 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. 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, including posting or sharing videos or pictures of alcohol, drug consumption, or inebriation, 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 and e-cigarettes are prohibited on school property and at school-sponsored events, regardless of their location.

### 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 their desk, students may check-in with the Dean of Students in their office adjacent to the assistant to the deans. 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 their desk, students may sign out with the Dean of Students or Assistant Dean. 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 dean), students are to remain in school until the end of the school day.

Students must arrive at school for their first commitment of the day 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.

- Sign out privileges during the academic day:
  - Seniors may sign out for lunch each day providing the deans and the assistant to the deans has the parental permissions on file and the whole grade's forms have been submitted.
  - Seniors are allowed to drive off campus once during the academic day and may be gone for a total of eighty minutes.
  - The out to lunch and leaving at the beginning of the afternoon break privilege applies to juniors during the Spring Intensive when juniors or seniors engage in Hawken Projects.

## Unauthorized Tardies

Unauthorized Tardies/Absences: Punctuality is an expectation we have for all members of the community. Students are allowed 5 unauthorized tardies (sometimes recorded as absences from school meeting) in a semester. Should a student accrue more than 5 in a semester, an appropriate consequence will be determined by the deans and/or the chair of Hawken Integrity Council and/or the Upper School administration.

## 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.

## Dress Code

### Hawken School Dress Code (Kindergarten to Grade 12 - Lyndhurst, Gates Mills, Mastery School)

Hawken's dress code is gender-neutral and strives to value students' self-expression, comfort, and community norms. While acknowledging the various body shapes and sizes and the types of clothing styles that affect our students, we want our community to demonstrate both our uniqueness to reflect respect for themselves, others, and our learning environment while allowing for individuality. Additionally, student clothing must be suitable to the needs of all scheduled learning activities, including science labs, makerspaces, or other activities where unique hazards exist. Our courses may require specialized attire, such as business attire for meetings with community partners and for presentations, sports uniforms, or

safety gear. Students should make sure to have at least one business casual outfit and should be prepared to hold to a higher standard of formality for special occasions.

With the well-being of every member of our community in mind, the following guidelines should help students meet the standard of acceptable attire across Hawken School:

- Jeans, leggings, jeggings, and joggers are acceptable. Sweatpants may not be worn.
- Clothing must be in good repair (no clothing with designer tears).
- Attire that depicts or advocates violence, criminal activity, the use of alcohol or drugs, pornography, or hate speech is prohibited.
- Sleepwear, including pajama pants, may not be worn.
- Undergarments should not be visible.
- Hats and hoods may not be worn inside buildings.
- Slippers, Crocs, flip-flops, and other athletic slides or rubber shoes may not be worn.

Because dress choice is often a personal matter, faculty and staff are encouraged to treat infractions of the dress code with sensitivity and discretion.

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 consequences, regardless if it meets “the letter of the law.” At the Upper School, the deans in conjunction with the assistant directors will be the final arbiters of that standard.

While this dress code will function Monday-Friday, there may be moments where students are asked to hold to a higher standard of formality for special occasions (athletic awards banquets, final Awards ceremonies 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.

With at least 48 hours notice, athletic teams may request permission from the assistant director for school culture and community to wear game jerseys on special game days.

## 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.

This program aims for students and faculty to develop a collective responsibility and commitment to clean up the White House. Students and faculty will pick up trash, clean off tables, and work to maintain a clean 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 in-person and online, including the use of Hawken technology and personal technology.

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. During classes, appropriate use of technology is the prerogative of the classroom teacher, who will craft policy for what devices and programs may be used, how they may be used, and when they may be used. Students should respect these defined expectations within the classroom setting.

Students bringing personal technological devices to school are expected to conduct themselves in accordance with School policies. 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. Students have access to YouTube and similar platforms so that they can complete assigned work. However, the use of Netflix or other streaming services for personal use is not appropriate, especially during 9th grade.

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. 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, repeated dress code violations, tardiness to school or class totaling more than five unexcused tardies in a rotation, and disruptive behavior. The deans 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 may 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 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 or division director views their offense 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 normally lasts either one semester or a full calendar year depending on the severity of the violation, 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. 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. Additionally, students on probation are not allowed to participate in Hawken travel experiences.

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, Dean of Students and Assistant Dean (where applicable). 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 or his/her designee any information or evidence necessary to rebut or otherwise explain the allegations against the student, and/or to discuss the proposed discipline. Based on a consideration of all of the facts and evidence, the head of school will then make a decision 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

Application forms ask students to indicate whether or not an applicant has a disciplinary record while in high school. 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

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 school culture and community. Fundraising: Students often seek the opportunity to raise funds for a club through bake sales and other initiatives. To create a fair and equitable process, all initiatives must be approved by the assistant director for school culture and community who will keep a calendar of fundraising events. Each group will be given a specific amount of time to engage in fundraising activities.

## 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 40 minutes and are internally oriented. Typical meetings include announcements, guest speakers, 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 meet weekly 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 regularly 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 director of diversity, equity, and inclusion.

## Money and Valuables

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 in class or when asked not to by an adult member of our community. 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 the 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 and may result in the suspension of driving privileges on the campus. This will be determined by the Dean of Students in consultation with the Assistant Upper School Director for Student Life and the Head of the Upper School. 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 dean. No student may drive another person off campus without authorization.

## Guests

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

## Lockers

For the protection of students' valuables and for the convenience of storing books and belongings, Hawken makes a number of lockers available to students upon request. Students are urged to store valuables in their lockers. All assigned and unassigned lockers are the possession of the School.

## Learning Commons

The Learning Commons is reserved for study, reading, browsing, and online searching by individuals and/or groups. The staff expects that students will treat one another with respect and courtesy and refrain from loud conversation. Learning Commons users are responsible for all materials they have checked out. Students may take any book on the shelves, but they are responsible for returning the book to the main library desk in a timely manner. Families will be charged for any lost or unreturned items.

## Gym Use

Activity areas of the gym—the fitness center , basketball courts, equipment closets, and wrestling room—are for student use only under proper permission and 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:
  - o Name of the medication
  - o Date, dosage and time of administration
  - o Duration of administration (day(s), months, emergency use only or as needed)
  - o 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.
- Over-the-counter medications may be administered by the nurse upon need with parent permission on file.
- 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 near the assistant to the dean's desk at the reception area. 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 Dean of Students and

may be retrieved from them. All items must be retrieved monthly and an email will be sent reminding students to collect lost items. The remaining articles will be given to charity if not claimed.

# Appendix A

## 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 I.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 I.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 I.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 or 65 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.

### Exempt Absences:

These are mandatory class field trips that have been approved by the assistant director of the Upper School for teaching and learning (who determines the impact to the overall schedule), in consultation with the department chair and the assistant director of the Upper School for school culture and community. These absences from class are noted, but do not count against the total number of allowable absences in either a rotation or intensive. Students are required to make up all academic work in a timely fashion by the protocols determined by each department. In most cases, this will not exceed a week's length of time.

### Authorized Absences:

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

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

In cases where an absence is known about in advance by a student and their family, a planned absence form must be filled out 48 hours in advance of the absence. Failure to complete the planned absence form will result in an unauthorized absence (see below). Planned absence forms provide the student's name, date(s) of absence, classes missed, and expected return. Faculty will sign the form and the dean will approve the planned absence form. In regards to college visits, the college office will first approve the absence and then the dean will approve the form. After the dean signs the form, the student will return the form to the assistant to the deans.

Authorized absences include the following:

- Personal illness
- Medical or dental appointments (note to be provided upon return to school)
- Death in the family
- College Visits (Seniors may miss 3 days & Juniors 2 days)
- Weddings
- Funerals
- Religious Observances
- Chapel Talk/Senior Speech of a friend or family member
- Graduation of a friend or family member
- Major Medical Procedures
- Doctor or dental appointments with an accompanying note

- Hawken extracurricular competitions (i.e. Debate trips, Model U.N. trips, Outdoor Leadership trips)
- Hawken athletic events (i.e. Regular season or State competitions)
- If a student plays on a Premier Team, this may be authorized, if that student plays that sport for Hawken.
- Other national level competitions (i.e. Chess, robotics, sports of various kinds)

It is the responsibility of the student to acquire all assignments and material covered during an authorized absence, and to submit all assignments due during the absence as determined by the department in question. If the absence is planned ahead of time, faculty may request that students complete tests, quizzes, or papers prior to the absence. This completion of material can be determined by department policy and by individual faculty within those departments. In most cases students will not exceed a week's length of time in completing missed academic work. In-class assignments may be made up at the discretion of the department/teacher, but participation grades may suffer if discussion or group work is graded.

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, etc. must be completed on return to school. Academic penalties will be established by department.

In-class assignments and class-participation grades will potentially 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 disciplinary 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 courtesy 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 plagiarism of any type.
5. Harassment - Students may not use any of Hawken’s technological resources for the purposes of harassing others, either within the Hawken community or external to the community. Foul and abusive language, the posting of obscene images or texts, posting of information that injures or threatens another, cyber-stalking, sexual comments or images, racial slurs, and any comments that would offend someone on the basis of age, gender, sexual orientation, religious or political beliefs, national origin, or disability will not be tolerated. Students may not spoof or pretend to be someone else using email, social networking spaces, or any other technological means. 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 David Gillespie, Chief Information Officer,  
[dgill@hawken.edu](mailto:dgill@hawken.edu)



# Appendix D

## Technology Acceptable Use Policy (Early Childhood/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 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.

## Appendix E

### Hawken School Diversity Statement

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.

## Appendix F

### Hawken Upper School Harassment Protocol

#### **What is the importance of understanding harassment and what does it mean?**

Hawken School's "Purpose, Promise and Principles" describes a learning 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 prohibits harassment and will make every effort to maintain a safe and welcoming community.

#### **Definition of Harassment**

Prohibited harassment on the basis of sex, gender, gender identity or expression, race, national origin, ancestry, citizenship status, religion, sexual orientation, disability, genetic condition, and age includes such conduct as slurs, jokes, or any other verbal, physical or visual conduct that:

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

#### **Definition of Sexual Harassment**

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.

**\*\*The Student Harassment Protocol applies to interactions conducted through electronic technology, including email, social media or text messaging\*\***

#### **How is a harassment complaint reported?**

Hawken is committed to taking steps to provide a safe 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.

## **Reporters of Harassment**

A harassment report may come from any person. Reports may come from the target, witnesses, or indirect sources. If any person believes he/she/they, or someone else, has/have been subjected to physically, emotionally, or sexually harassing behavior by another person, all individuals are encouraged to communicate with a trusted Hawken employee or Designated Person who will advise and assist the student.

## **Types of Harassment Reports**

Reports of harassment may be formal or informal. Hawken is obligated to investigate formal complaints. Informal complaints will be investigated based on severity of concern. Further, the School may conduct an inquiry even if a complainant wants to keep a harassment charge confidential or does not want the school to act upon the complaint. Should a complainant request to not engage in the investigation process, it may result in a modification of our protocol. Hawken's goal in this process is to explicitly ensure the harassing behavior stops and does not recur.

### **Important Information Regarding Harassment Reports**

It should also be noted that all Hawken employees are mandated reporters and are required by law to report suspicions of abuse and/or neglect either to law enforcement or to the county's Department of Child and Family Services. This would include physical, emotional or sexual abuse between minors. Abuse that requires reporting includes the suspicion of physical, mental or sexual activity that harms or threatens to harm a student's health or welfare.

Hawken is ethically and legally required to notify parents/guardians of harassment involving their child.

## **What does a harassment investigation look like at Hawken?**

### **Prior to the Investigation**

If a Hawken employee receives a harassment complaint, they will report that complaint to a Designated Person. Designated Persons (list of persons below) are the individuals responsible for conducting the investigation. During an investigation, at least two designated persons are involved.

Two or more Designated Persons will conduct an investigation that follows the protocol for each party - complainant, respondent, and potential witnesses. Designated Persons are responsible for initial communication with the parent/guardian of those involved. The investigation may involve the assistance of other Hawken officials as deemed necessary.

At least two Designated Persons will be identified to follow through with the entire protocol process. They are tasked with ensuring the investigation is as supportive and confidential as the situation will allow. The designated persons will work closely with the Division Director to navigate questions and concerns that may arise.

Please note that parents/guardians of the respondent and complainant will be notified of a harassment investigation and its process.

Once the complaint is presented, two Designated Persons will be chosen by the Division Director to investigate. At Hawken School, all Designated Persons are trained in harassment investigations. They will confer regularly with the student support task force (Dean of Students, Assistant Dean of the Upper School and school psychologists) who monitors the process and addresses questions or other unique elements that may emerge during the course of the investigation. The student support task force and Designated Persons will maintain close contact with the Division Director.

Prior to the start of an investigation, the Designated Persons and student support task force should review the following:

- review the student harassment policy and protocol for investigation;
- identify, discuss and ensure understanding of allegations;
- ensure that the investigators are able to commit to the time demands of the investigation;
- sequence the interviews appropriately. Typically, the complainant is interviewed first, followed by the respondent, and then witnesses (if applicable);
- manage the interview process in a timely manner. This is typically a very stressful event that should be handled with care. Unnecessarily prolonged investigations may compromise participants' statements or recall. This may negatively affect the outcome of the investigation;
- interviews should take place in a confidential setting;
- when possible, contact parents within a reasonable period of time, typically within 24 hours or 1 school-day of the interview(s).

### **During the Harassment Investigation**

During an investigation, Designated Persons and Division Directors will take steps to prevent the recurrence of harassing behavior. These steps may include but are not limited to: risk assessments, schedule changes, temporary separation from others, counseling, and removal from school (treated as an excused absence). The Designated Persons and Division Director will take reasonable steps to prevent retaliation against any student making a complaint, assisting or participating in an investigation, or the respondent.

### **Interviewing the Complainant**

This stage of the process is an information gathering stage with the purpose of gaining a clear understanding of the nature of the alleged behavior and its impact. Complainants will engage in a conversation with Designated Persons by answering questions from a standardized protocol. At times, this interview may feel uncomfortable or overwhelming for the complainant. Designated Persons recognize the inherent discomfort in this process and are empathetic to the needs of a student. Students are encouraged to ask for a few moments to gather their thoughts.

Designated Persons shall refrain from making assumptions about the validity of the allegations. Further, Designated Persons should be empathic and objective. The complainant may experience feelings of embarrassment, fear or anger. During the interview, it is not uncommon for complainants to regret their decision to report the alleged behavior. If this occurs, the Designated Persons should allow the complainant to take a few minutes to collect themselves. Designated Persons can offer validation for what the student is experiencing and affirm that they are there to support them through the process.

At the conclusion of the complainant interview, the Designated Persons should:

- emphasize that Hawken takes the individual's complaint seriously;
- review the investigation protocol and next steps;
- reinforce the importance of confidentiality as any breach could negatively impact the integrity of the investigation;

- remind them that the Designated Persons will be following up throughout the process and available to provide support;
- emphasize that the complainant should follow-up with the Designated Persons if he/she/they recall any additional details of the complaint or if there are further incidents of harassment or retaliation;
- encourage the complainant to provide any documentation that might be helpful to the investigation;
- inform the individual that their parent/guardian will be contacted within 24 hours of the interview.

### Interviewing the Respondent

This stage of the process is an information gathering stage with the purpose of obtaining their response to allegations of harassing or behaviors. Respondents will be asked questions from a standardized protocol. Typically, the respondent will be told the identity of the complainant; however, there may be some cases in which the Designated Persons, the Division Director, or a designee will determine that the name should be withheld. If, however, the complainant's name is withheld, the School will ensure the investigation proceeds in a fair and objective manner. Designated Persons recognize the inherent discomfort in this process and are empathetic to the needs of a student. Students are encouraged to ask for a few moments to gather their thoughts.

The primary objective when interviewing the respondent is to obtain their response to all allegations of harassing behavior. It is equally important to emphasize that no conclusions have been drawn at this time. Designated Persons shall refrain from making assumptions and should behave empathically and objectively. Further, the respondent will have ample opportunity to address all accusations thoroughly. The Designated Persons should state that the investigation is in accordance with Hawken's policy that prohibits harassing behavior.

During the interview, it is not uncommon for respondents to express distress or emotionality. If this occurs, the Designated Persons should allow the respondent to take a few minutes to collect themselves. Designated Persons can then affirm that they are there to be objective and to support them through the process.

At the conclusion of the interview, the Designated Persons should emphasize the following:

- emphasize that Hawken takes the interview process seriously;
- review the investigation protocol and next steps;
- reinforce the importance of confidentiality as any breach could negatively impact the integrity of the investigation;
- remind them that we will be following up throughout the process and available to provide support;
- emphasize that the respondent should follow-up with the Designated Persons if he/she/they recall any additional details;
- encourage the respondent to provide any documentation that might be helpful to the investigation;
- Hawken has a firm expectation that the respondent refrain from retaliation of any sort, either direct or indirect;
- inform the individual that their parent/guardian will be contacted within 24 hours of the interview.

### Interviewing Witnesses



Witnesses may be interviewed, again using a standardized protocol, based on the specifics or complexity of the complaint.

**\*\*All individuals interviewed will be informed of the importance of confidentiality during this process and will be reminded that Hawken School does not tolerate retaliation.\*\***

The Designated Persons should clarify the purpose of the meetings in accordance with the investigation. Designated Persons will inform witness(es) that someone from the student support task force will follow up at the conclusion of the investigation. The Designated Persons will contact the parent/guardian of the witness(es) within 24 hours of the interview via email or by phone.

## **After the Investigation**

### Sharing Investigation Results

When the Designated Persons have completed interviews with the involved parties, they will share the gathered information, transcripts of interviews, any documentary evidence, an evaluation of information obtained as it relates to Hawken School's Harassment Policy, and initial recommendations with the Division Director and/or Head of School. Recommendations will likely be offered for intervention including, but not limited to, remediation, discipline, education, coaching, mediation, and counseling, among other consequences, that will vary depending on the nature, frequency or seriousness of the claim.

The Division Director and the Head of School will make the final decision with respect to next steps.

Upon feedback from the Division Director and Head of School, the complainant and the respondent will be advised separately of applicable outcomes and conclusions, which will include actionable steps that each party will take, and those that the School will take. A parent/guardian will typically be present for these meetings. It is important to note that some information regarding outcomes may be kept confidential due to legal or ethical requirements.

### Follow Up

The complainant, respondent, and any witnesses who were interviewed will be informed by Designated Persons that the investigation is concluded. Some information regarding outcomes may be kept confidential due to legal or ethical requirements.

Designated Persons

## **At Hawken Upper School, Designated Persons for the 2024-2025 school year include:**

Matt Simon  
Director of the Upper School

Katyana Norris  
Assistant Director for School Culture and Community

Katrina Hagen  
Assistant Director of Academics and Operations

Andrew Jones

Dean of Students

Heidi Wilbrandt  
Assistant Dean of the Upper School

Darnell Epps  
Director of Fair Play

Brooke Lewicki  
Amanda Tandy  
School Psychologists

Jim Doyle  
Athletic Director

## Additional Questions

Q: When are parents/guardians notified of a harassment complaint?

A: When the decision is made to engage the protocol.

Q: What if I am the recipient of a pattern of bullying behavior or a one-time instance of unkind behavior, but it doesn't quite fit the definition of harassment?

A: Any time that a student is the recipient of verbal, physical, or visual conduct that creates an offensive, hostile or unwelcome environment or that interferes with a student's well-being or performance, please seek out a trusted adult, Designated Person, the Dean of Students or the Assistant Dean of the Upper School. Hawken School is committed to a safe and welcoming environment for all.

# Appendix G

## Artificial Intelligence (AI) Policy (Middle/Upper School)

### 1. Introduction

Hawken is committed to harnessing the transformative capabilities of artificial intelligence (AI) to enrich the educational journey of its students. Through AI, we aim to offer personalized learning experiences, streamline administrative processes, and present innovative engagement methods for teachers. Concurrently, we acknowledge the ethical and safety considerations intrinsic to AI's application. This policy seeks to set a robust framework for the ethical, transparent, and responsible use of AI at Hawken, ensuring alignment with our overarching objective: forward focused preparation for the real world through the development of character and intellect.

### 2. Scope and Related Policies & Guidance

This policy extends to all members of the Hawken community, including faculty, staff, administrators, students, and visitors and should be read in conjunction with:

- [Hawken's Student Parent Handbook](#)
- [Hawken's Employee Handbook](#)

### 3. Application of AI in Learning, Teaching, & Assessment

#### 3.1 Students

Students are encouraged to utilize AI to bolster and augment their learning, to aid in research, and to leverage it as a personal tutor. They must also strictly adhere to guidelines set out in Hawken's Academic Integrity Policy. This includes:

- Validating AI-suggested concepts against credible sources.
- Recognizing AI's potential limitations, biases, and the risks of misinformation.
- All AI work must be presented as such and approved by a faculty member.
- Appropriate referencing and citation of AI-derived content.
- Detailed acknowledgment of AI tools utilized, ensuring the retention of evidence of their usage.

#### 3.2 Teaching staff

Hawken's teaching staff play a pivotal role in guiding and supervising the ethical use of AI in education. Responsibilities encompass:

- Taking part in training on the advantages, risks, and ethical use of AI.
- Teaching students how AI can help them to augment their learning and build their skills.
- Integrating AI understanding and application within the curriculum.
- Ensuring alignment with Hawken's guidelines on AI's role in assessment and grading.

### 3.3 Assessment and Grading

AI tools may be utilized for assessments under specific conditions outlined by faculty, ensuring the work is a true reflection of a student's independent endeavors. Any misuse of AI, such as plagiarizing or producing misleading references, will be treated as a breach of Hawken's Academic Integrity Policy.

### 3.4 Academic Integrity

Deviation from Hawken's Academic Integrity Policy's principles constitutes academic misconduct. Violations will be handled by the relevant administrators through disciplinary and restorative processes. If a question arises about a student's potential use of AI outside of the guidelines provided by the teacher or school, teachers, advisors and deans will work with the student to ensure that their work meets assignment criteria. This process could include, but is not limited to, a resubmission or rewrite or the employment of an alternative method (e.g. conversation, presentation, submission of drafts/evidence of original work, etc.).

## 4. Ethical Use of Artificial Intelligence

Upholding our commitment to ethical standards, we expect all AI users within Hawken School to:

- Respect privacy and intellectual property rights.
- Refrain from actions that might result in discrimination or unjust outcomes.
- Adhere to all pertinent laws, regulations, and school policies, particularly concerning data privacy.
- Stay informed about potential AI biases and actively work to mitigate them.
- Never use AI to create visuals of another member of the community.
- Always avoid unethical AI Large Language Models.

## 5. Implementation, Monitoring, and Review

### 5.1 Vendor Collaboration

Hawken School will collaborate with vendors that meet the highest ethical and technical standards.

### 5.2 Monitoring and Feedback

Regular monitoring ensures AI systems' alignment with our ethical commitments. Open feedback channels allow the school community to share experiences and concerns. Rennie Greenfield will coordinate any concerns.

### 5.3 Training and Education

Training sessions on AI's ethical, transparent, and safe use will be organized for both staff and students at regular intervals.

### 5.4 Review Mechanism

This policy will be revisited every six months, ensuring its relevance, efficacy, and alignment with the latest research and best practices.