

MILTON  
HERSHEY  
SCHOOL®

FOUNDED 1909

2016-2017

# STUDENT/SPONSOR HANDBOOK



*Policies/Procedures/Contacts  
for the families of MHS students*

## **INTRODUCTION**

This handbook was designed to provide an introduction and a reference guide to students and parents/sponsors about Milton Hershey School's (MHS) programs, policies, and expectations. Please take the time to familiarize yourself with the material in this handbook as it will help you to support the success of your students. Please keep in mind this handbook contains selected summaries of policies and procedures related to MHS, and is not, nor is it intended to, portray every detail of the complete texts of School policy and procedure documents.

This handbook is not a contract, nor is it meant to affect or change the terms of the Enrollment Agreement. The School's policies and programs may change, at the School's discretion, from time to time and without immediate notice to parents/sponsors or students. This handbook will be updated annually to reflect these changes and other edits as necessary. Should you have any questions that are specific to your student's program, always begin with asking their houseparents, as they will have the best knowledge of your student's progress. Should you have any general questions about the School or any of the items covered in this handbook, please feel free to contact the Family Relations Office at 1-800-283-0001.

# MHS STUDENT HANDBOOK

## POLICIES/PROCEDURES/CONTACTS MHS STUDENT’S FAMILIES SHOULD KNOW

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## **FREQUENTLY ASKED QUESTIONS**

### **What is my role as a Parent/Sponsor at Milton Hershey School (MHS)?**

You play a vital role in your child's experience at MHS. Your support of your child and the staff and policies of MHS will contribute to the success of your child at MHS and their future. There may be times when you will need to be strong in your commitment to both the School and your child. In times like these, it is imperative that you focus on the present and future rewards you and your child will earn by being at MHS. Actively support and encourage your child by attending their games, events, and our Family Weekends. Make sure you communicate regularly with your child's houseparents regarding your child's progress and let your child know often how proud you are of them.

### **Who should I call when I have a question about my child?**

First point of contact is always your child's houseparents for any issue. They know your child best, as well as their program at MHS. If you do not get a resolution or answer from the houseparents regarding a home life issue, the next point of contact is their Home Life Administrator. For academic issues, the point of contact is the appropriate school Principal. In the event that you have communicated with all the above persons and still have not received the feedback you need, the final option are your Coordinators for Family Relations – Judy Johnston and Jay Garvey at 1-800-283-0001.

### **What can I do when I miss my child or my child is homesick?**

Homesickness can be a two-way street. When you or your child find yourselves missing each other, please feel free to call one another and remind yourselves why you have made the commitment to MHS. Our students at MHS love to get mail! Writing letters to your child on a regular basis will help you stay connected. Children in the 8<sup>th</sup> grade and Senior Division have email, which can serve as an excellent opportunity to touch base at any time. Ask for help. Please let the houseparents and/or Family Relations know.

### **How can I show my child support and love while they are at MHS?**

The best way to support your child is to keep a positive and continuous line of communication open with your child's houseparents. By doing so, you will know what is occurring in your child's life and best be able to encourage and provide him or her with positive direction. Another way of supporting your child is attending our Spartan Family Network meetings and Family Weekends. These activities provide excellent opportunities to learn about what is going on at MHS, as well as to meet and talk with the adults involved in your child's life at MHS. There are many ways to communicate and show your love to your child. Regular phone calls, emails, and letters are all important to your child. Family Weekends and attending your child's activities and games are great times to witness and encourage your child's gifts and abilities. Perhaps the greatest and most enduring way to show your love to your child during their time at MHS is to remain committed to their enrollment, knowing that it will provide huge rewards for them in their future!

### **Who should I contact with general concerns about the School?**

For general questions regarding MHS, please feel free to call your Coordinators for Family Relations – Judy Johnston and Jay Garvey at 1-800-283-0001.

### **What are the School Vacation Breaks?**

The school has four Vacation Breaks during the academic year when children are free to leave campus for visitation or remain on campus for MHS' excellent Year Round Experience programs. Vacation Breaks do not require the use of one of your five Weekend Overnight Visitations.

- Thanksgiving Vacation Break (Approximately 1 Week)
- Christmas Vacation Break (Approximately 2 Weeks)
- Spring Vacation Break (Approximately 1 Week)
- Summer Vacation Break (Approximately 6 Weeks)

Make sure you communicate regularly with your child's houseparents regarding your child's plans for breaks.

### **When do I need to use one of my Weekend Overnight Visits?**

- Students enrolling in MHS in August are eligible for five weekend overnight visits between September and June (except Family Weekends, Labor Day Weekend, Homecoming Weekend, and Commencement Weekend) in addition to the scheduled Vacation Breaks.
- Overnight visits on Columbus Day, Presidents Day, and Memorial Day weekends count toward the five overnight visits permitted.
- Weekend overnight visits for students enrolling during winter or spring months will be prorated according to the enrollment date.
- Weekend overnight visits cannot be accumulated from year-to-year or be used to add to break periods

### **What is the visitation for Family Weekends?**

On Family Weekends, student visitation begins on Friday evenings at 4:00 p.m. for those parents/sponsors or designated approved visitors (with parent/sponsor approval) who are participating in the Passport activities, programs, and events. To avoid the use of one of their five overnight weekends, the passport must have all required signatures and must be submitted to your child's houseparents upon their return to campus. Student visitation may begin on Saturday at 8:00 a.m. for parents/sponsors or designated approved visitors who are not able to participate in the Passport programs. All students must return to campus on Sunday by 5:00 p.m. to avoid the use of one of their five overnight weekends.

- Parents/sponsors or approved visitors who began visitation on Friday at 4:00 p.m. and have not completed Passports with appropriate signatures will forfeit an overnight weekend. Students who are not returned to campus at the designated time will forfeit an overnight weekend.

## HELPFUL HINTS FOR PARENTS/SPONSORS

**Make a commitment.** We know that choosing to enroll your child in MHS is not an easy decision. We also know that you must continue to choose to keep your child at MHS after they are enrolled. MHS is committed to Graduate Success, meaning we are committed to our students not only during their K-12 school years, but after their graduation from MHS. Helping your student become an independent, successful, and productive adult is our primary goal. We ask that our students, and you, their families, remain committed to the same. The first step in that commitment is the belief that your child will graduate from MHS. Here at MHS, we ask that you don't say "just try it out." That approach lacks commitment! When times are difficult and your child is questioning their enrollment, remember why you first considered MHS. Discuss with your child why MHS is the right place for them and what it is doing to help them achieve their goals and dreams. Don't forget to remind them how proud you are of them and their accomplishments.

**Be real.** Before the final decision is made to enroll at MHS, it is a good idea to just put some difficult topics out on the table to discuss. Discuss with your student:

- That life at MHS is going to be different, for both child and family. It is not going to be easy! More is expected from MHS students than many other children. With schoolwork, chores, sports, and activities, MHS kids are busy and are constantly being pushed to better themselves.
- Being at MHS means being away from home. Although there are many opportunities for visiting and going home for breaks throughout the year, homesickness is a natural reaction for many students. Encourage your child to get involved in the many activities provided at MHS. Being busy and engaged helps students adjust more quickly and helps them to develop relationships here on campus.
- Group living is challenging. Living with 8 to 12 other children can be both a blessing (always someone to play or hang out with!) and a burden (always someone who gets on your nerves!). Group living requires rules and boundaries, some of which might not make sense to your child. Take the time to discuss these challenges and help your child identify ways to meet the challenges when they come up.

**Build relationships.** There is nothing more powerful and influential on a child's success at MHS than the relationship between parents/sponsors and their houseparents. It is crucial for both to be on the same page and focused on the success of that child. Develop and maintain an open and positive relationship with your child's houseparents and teachers. Always remember we're on the same team. If your child has a problem or concern, be sure to talk with the adults first and always remember that there are two sides to every story.

**Set high standards.** Children will live up to the expectations we set for them. Many times we alter, or even lower, our standards because that is the easier thing to do. Whether it's setting the expectation that they will graduate from MHS, or working hard in the classroom or student home, provide your child with expectations that will help them be successful at MHS. Let them know that what they put into their MHS experience, they will get out. The harder they work, the more they will learn. The respect and positive attitude they show others around campus, they will receive back as well.

## OFFICE AND CONTACT NUMBERS

### ELEMENTARY DIVISION

**DIVISION LEADERSHIP** ..... 717-520-2416

Annette Cole-Gill, Division Head

**SCHOLASTIC** ..... 717-520-2400

Carol Schilling, Principal

Matt Campbell, Assistant Principal

**HOME LIFE**..... 717-520-2410

Robin Brantley-Case, Director of Home Life

Tom Robinson, Associate Director of Home Life

Tanya Alfonso, Home Life Administrator

Scott Fasick, Home Life Administrator

Myron McCurdy, Home Life Administrator

Ododo Walsh, Home Life Administrator

Fonati Ward, Home Life Administrator

**STUDENT HEALTH SERVICES** ..... 717-520-3310

Chris Rich, Coordinator of Student Health Services

Chelsea Lacy, School Social Worker

### MIDDLE DIVISION

**DIVISION LEADERSHIP**..... 717-520-2752

Jeff Perales, Division Head

**SCHOLASTIC** ..... 717-520-2600

Nadine Krempa, Principal

Gregory Valentine, Assistant Principal

Ryan Michael, Interim Assistant Principal

**HOME LIFE**..... 717-520-3080 / 2402

Phil Grimm, Director of Home Life

DJ Hedrick, Associate Director of Home Life

**MIDDLE DIVISION (CONTINUED)**

Shane Gray, Home Life Administrator  
Nicole Scott, Home Life Administrator  
Mic Stewart, Home Life Administrator  
William Verdon, Home Life Administrator  
Mark Watt, Home Life Administrator

**STUDENT HEALTH SERVICES ..... 717-520-2264**

Heather Teter, Coordinator of Student Health Services  
Chelsea Lacy, School Social Worker  
Mary Neville, School Social Worker

**SENIOR DIVISION**

**DIVISION LEADERSHIP ..... 717-520-2080**

William Weber, Division Head

**SCHOLASTIC ..... 717-520-2804**

George Ebert, Principal  
Nathan Martin, Assistant Principal  
Tara Valoczki, Assistant Principal

**CAREER/TECHNICAL EDUCATION & TRANSITION SERVICES**

Director ..... 717-520-2805  
Ken Brown, CES Coordinator ..... 717-520-2036

**HOME LIFE..... 717-520-2901**

Sharon Hufford, Director of Home Life  
Lawrence Gaston, Associate Director of Home Life  
Laura Perales, Associate Director, Transitional Living  
Brandon Mason, Home Life Administrator  
Randolph Menefee, Home Life Administrator  
Lande Ndebele, Home Life Administrator  
Mike Randolph, Home Life Administrator  
Kelly Rusenko, Home Life Administrator  
Melissa Weldon, Home Life Administrator



**SENIOR DIVISION (CONTINUED)**

**STUDENT HEALTH SERVICES ..... 717-520-2267**

Cindy Kelly, Coordinator of Student Health Services  
Sonnya Nieves, School Social Worker

**OTHER AREAS AND CONTACTS**

Athletics & Intramurals..... 717-520-2808  
Customer Service ..... 717-520-2647  
Dental Clinics  
    Copenhaver Center..... 717-520-2701  
    Catherine Hall ..... 717-520-2747  
    Memorial Hall..... 717-520-2505  
Health Center ..... 717-520-2180  
Religious Programs ..... 717-520-2050  
Visual and Performing Arts ..... 717-520-2083  
Year Round Experiences (YRE)..... 717-520-2058

**ENROLLMENT MANAGEMENT and FAMILY RELATIONS**

Mo Becker, Senior Director ..... 717-520-2130  
Jay Garvey, Family Relations and New Student Transitions  
    Coordinator (Middle and Senior Divisions). ..... 717-520-2147  
Judy Johnston, Family Relations and New Student Transitions  
    Coordinator (Elementary Division). ..... 717-520-2110  
Family Relations Office (Toll Free) ..... 800-283-0001

**HOME LIFE PROGRAMS & STUDENT SAFETY ..... 717-520-2603 / 2060**

Tim Wasielewski, Senior Director  
Mike Grimm, Associate Director Home Life Training & Orientation  
Kathy Hoch, Administrative Assistant  
Wanda Hurst, Administrative Assistant  
Deanna Slamans, Curriculum Supervisor Social and Emotional Learning

# **PARENT/SPONSOR EXPECTATIONS AND RELATIONSHIPS**

## **Summary and Purpose**

MHS values positive relationships between its staff and parents/sponsors. It is the School's belief that children are more likely to experience success when interactions between MHS Staff and parents/sponsors are child-focused. In addition, continued support of parents/sponsors for their student is encouraged.

## **Details**

MHS Staff encourages and invites parents/sponsors and other significant persons to participate in campus-based activities and events except in families where there is a court order in place to prohibit such interaction. Parents/sponsors should be encouraged to support their children through contact with them via telephone, letters, and regular campus visits. The School encourages parents/sponsors to make every effort to visit the School's campus throughout the school year, and attend the Family Weekends. This will allow them to offer suggestions to the staff and receive feedback about the progress of their children.

While the School encourages every parent/sponsor to build positive relationships with staff, it is not a requirement for enrollment. However, the abuse of the parent/sponsor relationship to the School may have consequences up to and including limitations on access to school grounds and/or programs, and a review of a student's continued enrollment.

## **Procedures**

### **Parents/Sponsors Interaction Opportunities**

#### **On-Campus Activities**

- Fall Family Weekend
- Winter Family Weekend
- Spring Family Weekend
- Spartan Sponsor Academy (During Select Family Weekend Days)
- Scholastic Open Houses (Fall Family Weekend)
  - Academic shadowing opportunities – prior to the visit, you must call the divisional school main office for approval
  - Parent/sponsor conferences upon request
- Involving parents/sponsors for special student home activities (e.g., birthdays, holiday parties, graduation parties)

## **Visitation Opportunities**

- Off-campus student visitation by approved parents/sponsors and visitors
- Overnight weekend visits
- Vacation periods at home

## **Engagement Opportunities**

- Family counseling opportunities when appropriate
- Spartan Family Network meetings
- Spartan Sponsor Program
- Attending athletic events and performing arts performances

## **Communication**

- Correspondence (stationery and stamps are provided for students)
- Phone calls
- E-mail (grades 8-12)
- Become our fan on Facebook, YouTube, and Instagram
- The Network – Family Relations monthly email newsletter
- Infinite Campus Parent Portal – Allows you to see your child’s academic grades and progress: <https://infinitecampus.mhs-pa.org/campus/portal/mhs.jsp>
  - If you have any questions or need assistance with accessing your Infinite Campus Parent Portal, please email us at [infinitecampushelp@mhs-pa.org](mailto:infinitecampushelp@mhs-pa.org)

**Department Responsible      **Family Relations****

# **PROCEDURES FOR REQUESTING EXCUSED ABSENCE**

## **Summary and Purpose**

MHS provides a top-notch education to all enrolled students. It is in the best interest of each child to attend all scheduled class days and other important School activities. The School places high priority on attendance for Scholastic, Home Life and Community Service programs; thus, requests for excused absences should be based solely on life-changing events such as:

- The wedding of an immediate family member
- The graduation from high school or college of an immediate family member
- The death of an immediate family member
- A required court appearance

## **Details**

### **Procedures**

All requests for an excused absence must be submitted to the child's houseparents in writing as far in advance as possible, except in emergency situations (e.g., funeral). The written request should include date and time of pick up and return, and the reason for the request.

In cases where multiple Divisions are affected, all appropriate administrators will engage in consultation with each other prior to a decision being made. The written request should include the names and grades of all students involved.

The principal is authorized to approve only missed days from class. The Divisional Home Life Director, in collaboration with the Home Life Administrator and houseparents, must approve all other details, such as transportation.

### **Consequences**

An unexcused absence results when a student, without having prior approval, leaves or does not return to School during periods of required attendance. Please refer to the Attendance Policy for specific details.

**Department Responsible      Home Life**

# ATTENDANCE POLICY

## **Summary and Purpose**

MHS provides a home and a school for children. Every child enrolled at the School is required to be in attendance during the MHS published school year. Unexcused absences are contrary to the goals and purpose of the School and will be addressed consistently with an escalating series of consequences.

## **Details**

### **Unexcused Absence**

An unexcused absence results when a student, without an approved absence, leaves or does not return to School during periods of required attendance. An absence of less than one hour is not to be an unexcused absence but will be addressed as tardiness under the Uniform Discipline Code. Unexcused absences also do not include tardiness of any length or a failure to show up at a School activity after a student has signed back into the School.

Approved absences must be in writing, stating the time, duration and reason for the absence, and be authorized by Division Heads or their designee(s).

The consequences for each unexcused absence are graduated and cumulative over a rolling twelve month period. When a student's unexcused absences reach Category Three, the student and his/her parent/sponsor must enter into a written Attendance Agreement that is authorized by the student's Division Head, Home Life Director or the Senior Director of Enrollment Management and Family Relations. An Attendance Agreement must include the consequences assessed for the student's unexcused absence(s) to date.

Unexcused absences are not behavioral matters subject to the review processes contained in the School's disciplinary policies. Development of the Attendance Agreement provides the student and his/her parent/sponsor their sole opportunity to discuss any special circumstances they wish the School to consider. The decisions made and reduced to writing by the authorized School administrator in the Attendance Agreement are final and there is no further appeal.

## **Categories and Consequences**

***Category One:*** The only unexcused absence within the last twelve months which continues for one hour to less than 24 hours. Student will forfeit one weekend visitation privilege during the current school year. If all weekend privileges are used, the student will forfeit two days from the next School vacation period. Students may receive zeros for all academic work missed during unexcused absences.

***Category Two:*** The second Category One unexcused absence within the last twelve months, or the first unexcused absence which continues for 24 to less than 48 hours. Student will forfeit two weekend visitation privileges during the current school year. If insufficient weekend privileges remain, the student will forfeit two (2) days from the next School vacation period(s) for each weekend privilege which is not available for forfeiture. Students may receive zeros for all academic work missed during unexcused absences.

***Category Three:*** The third Category One unexcused absence within the last twelve months, another unexcused absence after a Category Two absence within the last twelve months, or the first unexcused absence which continues for 48 to less than 72 hours. Student will forfeit three (3) weekend visitation privileges during the current school year. If insufficient weekend privileges remain, the student will forfeit two (2) days from the next School vacation period(s) for each weekend privilege which is not available for forfeiture. The student and his/her parent/sponsor must complete an Attendance Agreement before the student may return to the School. Students may receive zeros for all academic work missed during unexcused absences.

***Enrollment Review:*** If the student has an unexcused absence that extends beyond 72 hours; does not comply with assessed consequences for unexcused absences; violates the terms of an Attendance Agreement; or if the student and his/her parent/sponsor fail to complete an Attendance Agreement required by this policy within 72 hours of a verified attempt by the authorized administrator to contact the parent/sponsor, the School will consider the student to have withdrawn. Withdrawal paperwork will be sent to the parent/sponsor and the student's enrollment will be withdrawn.

## Summary of Unexcused Absences and Consequences

TYPE OF UNEXCUSED ABSENCE	CONSEQUENCES
<p><b>Category One</b> Absent more than one hour but less than 24 hours</p>	<p>Forfeit one weekend of visitation—or—if all weekends are exhausted the student will forfeit the <i>first two days</i> from the next vacation</p>
<p><b>Category Two</b> Absent more than 24 hours but less than 48 hours—OR—the second Category One Absence in the past twelve months</p>	<p>Forfeit two weekends of visitation—or—if weekends are exhausted the student will forfeit the <i>first two days</i> from the next vacation <u>for each weekend</u> of visitation not available to forfeit</p>
<p><b>Category Three</b> Absent more than 48 hours but less than 72 hours—OR—the third Category One Absence in the past twelve months—OR—another unexcused absence following a Category Two in the past twelve months</p>	<p>Forfeit three weekends of visitation—or—if weekends are exhausted the student will forfeit <i>the first two days</i> from the next vacation <u>for each weekend</u> of visitation not available to forfeit. Additionally, the student and parent/sponsor <b>MUST</b> complete an Attendance Agreement before the student may return to MHS.</p>
<p>More than 72 hours and no communication with MHS Staff or attendance agreement developed.</p>	<p>The student's enrollment is withdrawn and withdrawal papers are sent to parent/sponsor.</p>

**Department Responsible      Home Life**

# VISITATION POLICY

## **Summary and Purpose**

It is the policy of MHS to promote active, ongoing visitation and contact between MHS students and their parents/sponsors, families and other authorized visitors through properly pre-arranged weekend visitations. Therefore the students are permitted to take five (5) weekend visits during the course of the school year.

## **Details**

### **Authorized Visitors**

- Visitors must be authorized by the parent/sponsor.
- Authorized Visitors must be at least 21 years old. Siblings (may not be MHS student) with a valid driver's license under the age of 21 must have Home Life Administrative Approval.
- Natural parents or adoptive parents have full visitation rights unless restricted by a court order.
- Parents/sponsors will not be approved visitors of other students that are not related to them unless otherwise approved by the Home Life Director.
- No more than 5 authorized visitors on the visitation roster at a time unless otherwise approved by the Home Life Director (changes to authorized visitors may be made at the request of a parent or sponsor).
- Houseparents will review the student visitation rosters on a yearly basis with parents/sponsors and update accordingly to include accurate contact information, etc.

### **Steps for Visitor Authorization**

- Parent/sponsor completes the Visitor Authorization Form.
- Parent/sponsor returns the Visitor Authorization form to the houseparents.
- Houseparents review the form for completeness and forward to the Home Life Administrator.
- Authorization of visitors will be based on present knowledge and information provided by the parent or sponsor at the time of the request.
- The Home Life Administrator will send a verification letter of approved request, with a Visiting Policy brochure, to the authorized visitor and the houseparents.



- Houseparents add the authorized visitor name to the Visiting Roster.
- Houseparents may make adjustments to the original Visiting Roster as changes occur.
- Individuals recommended for authorization by the parent/sponsor will be approved unless, in the School's judgment, the visitor may place a student's or staff's well-being at risk.
- Any authorized visitor may be removed from the visitation roster by the School if they place a student's or staff's well-being at risk or fail to adhere to the rules of the policy.
- Only authorized visitors are permitted to pick-up and return students. The authorized visitor assumes full responsibility for the students, with accountability ultimately being with the parent/sponsor. All visitors may be required to provide valid ID when picking up students.

### **Weekend Day Visitation**

- All visitors need to be sensitive to student home schedules, therefore visitors are strongly encouraged to notify houseparents of their visitation plan a minimum of 2 days in advance.
- If visits take place without an appropriate request the visit will be considered an unexcused absence and may result in the loss of an overnight weekend.
- Students must be in good standing in order to visit with anyone other than their parent/sponsor. Any student responsibilities to the student home, health services, scholastic, extra-curricular, etc. must be met before visitation begins.

### **Visitation While on Level 3 or Level 4 Detentions**

Should a student be serving Level 3 or Level 4 detentions during the time of a requested visitation or break period by an authorized visitor (including parents/sponsors), the student's visitation privilege will not be approved. In the event that a student does not comply with the visitation policy during this time, the Attendance Policy procedures will be activated.

### **Special Circumstances**

- If the Detention Period the student is to serve abuts the Thanksgiving or Easter Break period, the student will serve the Detention Period by participating in the Behavioral Intercession Program during that specified break. Participation will be mandatory and, once completed, the student will have satisfactorily served the Detention Period.
- Students issued Detentions abutting the Summer Break period will serve all of their days satisfactorily prior to being dismissed. In addition, students serving a Detention Period

abutting the Summer Break will need to be enrolled in an appropriate YRE program for the duration of their stay.

### **Exceptions**

- Christmas Break will qualify as an exception from detentions. During Christmas Break or for those students on detentions approaching Christmas Break, they may complete detentions upon conclusion of the Christmas Break period.
- Students may be released from detention periods early only with the approval of the assigned Home Life Administrator due to extenuating circumstances.

### **Sunday Chapel Attendance**

- Parents/sponsors and authorized visitors are encouraged to attend Sunday Chapel and sit with their child and the student home family.
- Visitation may begin once the visitor returns to the student home to sign and document the Visitation Register.

### **Overnight Weekend Visitation**

Students are permitted five overnight weekend visits during the school year between the weekend after Labor Day and Memorial Day; overnight visitation is not permitted on the Labor Day weekend.

\*Note – students who enroll after August will receive a reduced number of overnight weekends as indicated:

*Students enrolling after October 1st will be allowed 4 weekends*  
*Students enrolling after December 1st will be allowed 3 weekends*  
*Students enrolling after March 1st will be allowed 2 weekends*  
*Students enrolling after May 1st will be allowed 1 weekend*

### **Parents/sponsors must authorize all overnight weekend visits.**

Only individuals on the Visiting Roster are eligible for overnight visitation with a student.

Students will be able to leave campus for overnight weekend visits beginning at 4:00 p.m. on Friday afternoon (provided all student responsibilities have been attended to). On those long

weekends where Monday is a holiday, students are expected to return to their student home by 5:00 p.m. Monday evening.

### **Steps for Overnight Weekend Visiting**

- Parent/sponsor completes the Request for Overnight Weekend Visitation form that is located in the back of the MHS Community Calendar.
- Parent/sponsor returns the Request for Overnight Weekend Visitation form to the houseparents no later than 5 working days prior to the planned weekend overnight visit.
- If the overnight visit takes place without an appropriate request, the overnight will be considered an unexcused absence and may result in the loss of an overnight weekend.

If the student is taking an overnight weekend with someone other than the parent/sponsor, the host must submit a written invitation to be received by houseparents no later than 5 days prior to the visitation. Houseparents receive and approve the overnight visitation. The form will then be placed in the student home files.

On Family Weekends, student visitation begins on Friday evenings at 4:00 p.m. for those parents/sponsors or designated approved visitors (with parent/sponsor approval) who are participating in the Passport activities, programs, and events. To avoid the use of one of their five overnight weekends, the passport must have all required signatures and must be submitted to your child's houseparents upon their return to campus. Student visitation may begin on Saturday at 8:00 a.m. for parents/sponsors or designated approved visitors who are not able to participate in the Passport programs. All students must return to campus on Sunday by 5:00 p.m. to avoid the use of one of their five overnight weekends.

- Parents/sponsors or approved visitors who began visitation on Friday at 4:00 p.m. and have not completed Passports with appropriate signatures will forfeit an overnight weekend.
- Students who are not returned to campus at the designated time will forfeit an overnight weekend.

### **Student Visitation with MHS Staff**

MHS Staff members play an integral part in student mentoring through approved visitation. Staff members who desire to take a student out on visitation must submit the request electronically at least 24 hours in advance utilizing the FEITH system. This form may be accessed on the School's intranet under the "forms" section.

Both houseparents and Home Life Administrators will review the request, and consider the individual needs of each student before notifying the staff member. For example, it may not be advisable for a student with academic or behavioral problems to have visitation from staff.

MHS Staff needs to be approved by parent/sponsors and placed on the student's visitation roster to be eligible for overnight visitation approval. Any overnight visitation with staff will count towards the student's five (5) allowed weekend visits.

School led activities/trips do not count as visitation and must be communicated in the Weekly Bulletin. If only select students are going on a non-School led activity/trip, then the request must be submitted electronically for student visitation. Please seek further clarification from the Home Life Administrators if necessary.

MHS Staff Visitation and the use of the electronic system are to be used in all other instances when an MHS Staff Member desires to take a student for visitation. An example of this would be a teacher, coach, administrator, etc. wanting to take a student or two out to dinner or a special event during approved visitation times. A 24 hour notice is required. All MHS Staff must utilize the electronic visitation system even if they are an approved visitor appearing on the visitation roster of a specific student. Any overnight visits must be approved by the Parent/Sponsor, houseparent/TL, and/or Home Life Administrator on the appropriate form and submitted within the required timeframes.

Information Specific to Summer School, Behavioral Intercession, and Student Home Vacations

- Students required to attend summer school or any other scholastic remediation programs will not be permitted an overnight weekend visitation until the completion of Week 1.
- Because many student homes begin or prepare for their student home vacations on the weekend, students will not be approved for visitation during the weekend prior to Student Home Vacation Week.
- Behavioral Intercession students are required to attend and will not be permitted visitation during this time.

## **Weekend Visiting Hours**

### **Elementary Division Students**

Saturday 10:00 a.m. – 9:00 p.m.  
Sunday 10:00 a.m. – 5:00 p.m.  
Holidays 10:00 a.m. – 5:00 p.m.

### **Middle Division Students**

Saturday 10:00 a.m. – 9:30 p.m.  
Sunday 10:00 a.m. – 5:00 p.m.  
Holidays 10:00 a.m. – 5:00 p.m.

### **Senior Division Students**

Saturday 10:00 a.m. – 10:00 p.m.  
Sunday 10:00 a.m. – 5:00 p.m.  
Holidays 10:00 a.m. – 5:00 p.m.

**Department Responsible      Home Life**

# MHS 4-WEEK ADJUSTMENT PLAN

## Summary and Purpose

The purpose of the MHS 4-Week Adjustment Plan for newly enrolled students is to provide a specific time period in which new students become acclimated and connected to their Student Home family and the MHS community.

## Details

### **Definition**

Attending Milton Hershey School and living away from home is a new experience for many of our students. Adjusting to the student's new environment and being ready to take advantage of the opportunities provided to all students at MHS is important to the student's future success. In an effort to ensure a smooth transition and capitalize on the experience MHS offers, we ask parents/sponsors to:

- Talk with your child by telephone at agreed-upon times with your child's houseparents as outlined by the 4-Week Communication Plan that parents/sponsors should complete with houseparents on Enrollment Day.
- Share your love, encouragement, *and* happy news from home.
- Send notes and cards as often as possible. Students love to get mail.
- When you find yourself worried or wondering about how your child is adjusting, call or email your child's houseparents for updates.
- Plan a face-to-face visit with your child *sometime after your child is on campus for four weeks, or when you and your child's houseparents think that it will be a positive factor in their adjustment.* Over many years, we've learned that this works best and that early visits make the adjustment period much more difficult for most students.

**Department Responsible    Home Life**

# CLOTHING POLICY

## Summary and Purpose

It is the policy of MHS to ensure that all students are "...plainly, neatly, and comfortably clothed, without distinctive dress ..." (*Second restated Deed of Trust*, November 15, 1976, para. 16). It is also the policy of the School to ensure that students are appropriately dressed at all times and for all occasions. The School provides, and may require for special events and functions, appropriate clothing for students based on the home or TL facility (male or female) to which the students are assigned.

## Details

There are three main categories of clothing in a student's wardrobe:

1. **Coordinated Clothing** – clothing which is worn while attending class, school events, visiting, and to other designated School functions;
2. **Leisure Wear** – clothing worn to work and/or play in and around the student home, as well as to recreation and other designated activities. *Note: Each Division (Elementary, Middle & Senior) have specific limits on the quantity of personal clothing that students may bring to campus. Please check with your student's houseparent(s) for the most accurate information regarding these limits;*
3. **Dress Wear** – clothing worn to special events such as Sunday Chapel, off-campus worship, and other special occasions.

### **Coordinated Clothing**

Elementary, middle and senior division students wear coordinated clothing each school day for classes and school events. School-issued shoes are to be worn to school.

### **Leisure Wear**

"Leisure wear" is best described as clothing worn for work and/or play in and around the student home, as well as recreation and other designated activities. In most cases, these are personal items that the student has brought with him/her from home. It is the responsibility of the houseparent to determine whether such items are deemed appropriate for leisure wear. While freedom of expression is valued and encouraged, such choice must reflect the clear boundaries

established by the School. Houseparents must approve all personal clothing items, and in some cases, there may be Division wide prohibitions on specific clothing items (ex: Elementary and Middle Division students are not permitted to have personal shoes. MHS will provide all of the footwear for students in those Divisions).

### **General Guidelines for Leisure Clothing**

- Gang-related/cliqye-related/identity related colors, bandanas, doo-rags, skull caps, and/or other clothing that could be perceived as gang related are unacceptable at any MHS activity or event, on or off campus.
- Shirts/Pants/Shorts with messages/designs not positive in nature are not permitted. (“Not positive in nature” refers to words, slogans, or images related to drugs, sex, gangs, alcohol, racism, profanity, etc.)
- Clothing that is torn, frayed, or has holes is not permitted.
- Pajamas should not be worn outside of the student home.
- Elementary and Middle Division students will be provided all footwear; personal footwear is not permitted for students in these Divisions.
- If specific questions arise, please ask the houseparent for guidance.

### **Dress Wear**

Dress wear is also called “Chapel clothing” or “Sunday best.” It is worn to Sunday Chapel, off campus worship, and other School sponsored activities in which a more formal attire is dictated.

Note: this is not an all-encompassing list of all guidelines regarding student clothing. This is only meant to give the reader a general understanding of the categories of clothing and policies so that they can use this as a basis to engage in more specific discussions, if needed. The houseparents in each student home can answer all of your clothing-related questions. Also keep in mind that some of the guidelines will differ between the Elementary, Middle and Senior Divisions.

**Department Responsible      Home Life**



# STUDENT HAIR CARE POLICY

## Summary and Purpose

It is the policy of MHS to ensure that all students are “plainly, neatly, and comfortably clothed, without distinctive dress...” (*Second restated Deed of Trust*, November 15, 1976, p. 11). It is also the policy of the School to ensure that students are appropriately dressed at all times and for all occasions.

## Details

### **General Guidelines**

- No unique designs or wording are permitted to be cut into the hair or eyebrows.
- Hair may not touch the eyebrows.
- Heads are not permitted to be shaved bald.
- Students are expected to keep their hair neat and clean at all times.
- It is the responsibility of the houseparents to ensure that students visit the MHS Spartan Styles Beauty Shop hair care providers a minimum of every 3 weeks unless otherwise, recommended by the MHS hair care providers.
- Hair appointments will be made at the recommendation of the hair care providers.

### **Hair Coloring Guidelines**

- Hair coloring is not permitted for Elementary Division (ED) students.
- Hair coloring is permitted for Senior Division (SD) and Middle Division (MD) students, providing the following guidelines are followed:
  - No hair coloring will be permitted to be applied on Campus. It must be completed at home under parent/sponsor supervision or at a licensed hair care provider off Campus.
- Unnatural hair coloring is not permitted.
  - For example, while red is a naturally occurring color, bright red, pink, etc. are not naturally appearing colors. Highlighting or low lighting that is subtle in nature is appropriate.

## **Guidelines for Male Students**

- MHS hair care providers will use the following size guard/blade for Elementary Division students:
  - African American 1 – 1 ½ blade
  - Caucasian 2 – 3 ¾ blades (special request scissor cuts may be considered after consultation with respective Home Life Administrator and MHS hair care providers).
- Any type of braided hair styles, dreadlocks, twists, or extensions will not be permitted.
- Middle Division and Senior Division student scissor cuts will extend no longer than 3 inches on any part of the student's head. There will be no clipper cut provided that is lower (shorter) than 1 blade on any part of a student's head

## **Facial Hair**

- Middle Division and Senior Division students are expected to be clean shaven on a daily basis. Sideburns must not extend below the earlobe. Mustaches may be worn by seniors only. No other facial hair will be permitted.
- Only written medical excuses, reviewed and approved by MHS Medical and Home Life staff and entered into the electronic medical data base, may override this guideline. In addition, those students who receive a medical excuse will be continually and consistently re-evaluated by Medical staff for further excused shaving. In general, medical shaving excuses will list a beginning and ending date. Students excused from shaving are required to keep facial hair neatly trimmed and cut. Students medically excused from shaving must attend a care and instruction class, as provided by Home Life staff.

## **Guidelines for Female Students**

- Elementary Division students will not receive chemical services without consultation and written permission of their parent/sponsor.
- Elementary Division students' hair should not be significantly cut without having a consultation with hair care providers and written permission from parent/sponsor.
- Those students who are not capable of maintaining their own hair may have hair cuts or styles that are low maintenance.

- Braids, double stranded twists with or without extensions are permitted providing the following guidelines are followed:
  - Students may wear micro braids with appropriate maintenance; however, MHS hair care staff will not provide or remove micro braids.
  - Must be kept neat and clean and properly maintained at all times and will be free of lint and other debris.
  - If braids are not secure and are falling out, they will need to be removed immediately.
  - Wearing braids/twists must follow the same guidelines for color, as outlined above, and as it relates to natural vs. unnatural hair coloring.
  - Students requesting to wear dreadlocks must have parent/sponsor written approval, and the request must be submitted to the appropriate Home Life Administrator. Students and their parents/sponsors will agree to the following expectations for dreadlocks:  
Dreadlocks will only be permitted for female students who have demonstrated the ability to properly maintain and care for their hair.
  - The student must have access to products needed to properly maintain dreadlocks.
  - Dreadlocks must be properly maintained at all times. They must be free of lint and other debris. If at any time the dreadlocks are not kept clean and neat, they will be required to be removed.

**Department Responsible      Home Life**

# STUDENT ACCEPTABLE USE OF TECHNOLOGY SYSTEM POLICY

## I. Policy Statement

MHS provides a wide variety of student technology systems and services to assist with educating students. The purpose of this policy is to define acceptable use of these technology resources by MHS students.

MHS will provide students with the instruction and resources necessary to develop their technology skills so they can operate effectively in a digital environment. In addition to the acquisition of skills, students will learn how to become responsible “digital citizens.” This will include, but is not limited to, using technology in an ethical, lawful, and respectful manner at all times. Access to the School’s digital network and technology resources is a privilege, and it is the student’s responsibility to follow MHS standards in order to retain these privileges.

MHS is concerned for the safety and protection of its students in all interactions, whether these are conducted in public or private settings. Interacting online with family, friends, faculty, and others is no different than interacting with these individuals face-to-face. In those exchanges, MHS expects all members of its community to maintain appropriate levels of respect, dignity, and prudence, as reflected in the highest sense of decency and common courtesy.

## II. Definitions

**School** – MHS

**Email** – A system for sending messages from one individual to another via telecommunication links between computers.

**Student Technology Systems** – The phrase “Student Technology Systems” shall mean all technology equipment (ex: computers, peripherals, telephones, cellular phones, etc.); all application systems (software systems), data, and all technology services (Internet, Email, printing, file sharing).

**Mobile Devices** – The term “mobile devices” shall mean laptops, cellular phones, tablet computers, portable music players, etc.

**Personal Computer Devices (PCD)** - Any computing device that is personally owned by a student that has the ability to connect to wired and/or wireless networks for the purpose of transmitting or receiving data. Examples include but are not limited to: smart phones, tablet computers, e-readers, laptop computers, game systems, etc.

**Social Media** – Social media includes all means of communicating or posting information or content of any sort on the Internet, including to your own or someone else’s blog, journal or diary, personal website, social networking or affinity website, web bulletin board or a chat room, whether or not associated or affiliated with the School, as well as any other form of electronic communication.

### **III. General Use and Ownership**

- A. MHS Student Technology Systems are provided for student educational purposes.
- B. For security purposes, a variety of end user activity is logged, including Internet activity. MHS has the right to monitor online activities and communication of students.
- C. Information Technologies (IT) utilizes an Internet content filtering system in an effort to block inappropriate content from being viewed and downloaded.
- D. MHS Student Technology Systems and all data created, stored, and transmitted using these systems is the property of MHS.

### **IV. Acceptable Use of Student Technology Systems**

- A. Students are permitted to use the MHS Student Technology Systems for the following:
  - Finding information for school, home, or co-curricular assignments.
  - Using resources to complete classroom assignments and projects.
  - Using specific learning software as directed by classroom teachers, Learning Technologies LT) or Information Technologies (IT) representatives.
  - Using campus email outside the normal school day to communicate with parents/sponsors, peers, teachers, coaches, advisors, and family members.
  - Completing age and time appropriate leisure activities as defined by MHS Programs.
  - Using student-issued laptops or tablet computers only when instructed to do so by the teacher and during the lunch period after all food and drinks have been removed from the table.
  - Using personal thumb/storage drives, music players, and gaming devices after the regular school day as instructed by the Home Life program.

B. As a responsible user of the student technology systems, students will:

- Only utilize the Student Technology Systems and computer systems they have been authorized to use.
- Use only Technology System credentials (User IDs and passwords) that are specifically assigned to them.
- Abide by all MHS security controls.
- Respect the privacy and integrity of other students' email accounts and student server folders.
- Protect all network, email, and application system credentials from unauthorized use.
- Be responsible for their email account and anything sent from their account. (Once their account is open, the student is responsible for the information it contains.)
- Use acceptable language in all correspondence – no profanity.
- Participate in social networks with or “friend” only those people with whom they have established trusting relationships.
- Be aware that if your online “friends” act inappropriately, others may associate that behavior with you.
- Report any and all harassment to houseparents, teachers, and administrators.
- Log out of all applications when finished using them.

V. **Unacceptable Use of Student Technology Systems**

The following are examples of unacceptable use. However, all uses not listed as acceptable are considered unacceptable.

A. Students may NOT:

- Possess or use any electronic device except as stated above or which is distributed by faculty during the normal school day.
- Engage in any activity that is illegal under local, state, federal or international law while utilizing MHS resources.
- Violate any state or federal copyright regulations or software license agreements.
- Override or attempt to override any IT security controls that have been put in place on student technology systems. This includes, but is not limited to, experimenting with virus, malware or hacking related software or files or infecting any system with destructive software or files.
- Share Technology System credentials (user IDs and passwords) with other students or use credentials that are not specifically assigned to them.
- Explore Technology Systems for which they have access, but are not authorized to access.
- Use adult/employee computers.
- Move or re-locate any hard-wired technology devices without authorization from IT.

- Download or install any software packages on any MHS computer system without the approval of IT or LT management.
- Attempt to hide the real identity of an email sender or represent the sender as someone else.
- Use technology devices to record conversations.
- Use proxy Internet sites or software to bypass the MHS Internet filtering system.
- Attach any personal electronics (flash drives, cameras, etc.) to any computer or network that has not been purchased or authorized by IT or LT management.
- Send emails to entire groups, such as: “all school” and “all students” without the approval of the appropriate program administrator.
- Provide any personal information to an unfamiliar online website or connection.
- Access pornographic or sexually explicit materials or similarly inappropriate websites or use inappropriate language/graphics or profanity.
- Make threatening, obscene, or harassing remarks.

## **VI. Use of Personal Computing Devices (PCD's)**

- A. Students may only use cell phones when authorized by their building principal or houseparent.
- B. PCDs are only to be used on the MHS wireless network (not on the wired network).
- C. Only smart phones and tablet computers are authorized to use the MHS wireless network. Laptops, desktops, game systems, etc. are not permitted unless authorized by IT.
- D. Students may only join the MHS wireless network using their own PCD and their own MHS network credentials.
- E. Students may not utilize any “guest” wireless networks which are specifically for guests of the School.
- F. MHS IT has the right to restrict access to the MHS network for PCDs at any time due to security, performance, abuse or violations of this or other MHS policies.
- G. MHS is not responsible for PCDs that are lost, stolen, or damaged while in use on campus or for any loss of data resulting from PCD use on the MHS wireless network.
- H. Any data transmitted over the MHS network via a PCD is subject to review by MHS or the appropriate authorities.

## **VII. Use of Social Media**

- A. Students may use social media for school and personal reasons and are expected to be a good digital citizen. Only publish appropriate content. You are responsible for everything you post.

## **VIII. Disciplinary Action**

Violations of this policy will be addressed per the division-specific Uniform Disciplinary Policy.

**Department Responsible Home Life**



## **PERSONAL AND PROHIBITED ITEMS POLICY**

### I. Policy Statement

Limited space and the safety of our students and staff restricts students from bringing many personal items. Students should remember that personal items may be shared when living in family groups. Students and parents/sponsors are required to discuss with the Houseparents or Transitional Living Staff what items may be appropriate before bringing them to Campus.

### II. Details

1. All items must be clearly marked with the student's name. The School will not assume responsibility for loss, damage, or theft of personal items brought to campus.  
Replacement of items is the responsibility of the student's family.
2. Students are not permitted to have their own cars.
3. Students are not permitted to have any type of weapon.
4. Cell phones are only permitted with approval for High School (9<sup>th</sup> thru 12<sup>th</sup> grade) students.
5. Due to safety concerns involving both the operation and materials used in hover boards, the use, possession, and storage of these devices are prohibited on campus.
6. Personal medications, vitamins/supplements, and over-the-counter medications are not permitted unless approved and authorized by the School's medical staff.
7. Elementary and Middle Division students have more limitations with some personal items (including clothing) based on age-appropriateness, developmental needs, and monetary value of the item.

Questions about specific items can be addressed by your student's Houseparents and or Transitional Living Staff.

**Department Responsible      Home Life**

# UNIFORM DISCIPLINE POLICY

## **Summary and Purpose**

The following guidelines represent a summary of the School's discipline policies. The discipline system utilized at MHS has been specifically developed to aid students in recognizing the necessity for controlling both their emotions and behaviors, as well as learning what is and is not acceptable behavior. Therefore, it is imperative that the students themselves be actively involved in all phases of the discipline process.

## **Details**

### **Level I**

Level I discipline includes misbehavior that impedes the orderly conduct of the student home or academic classroom.

Level I discipline is initiated and administered at the houseparent/teacher level.

Some examples of Level I behaviors: Disobeying authority, failure to follow student home or classroom rules, lying, etc.\*

Consequences of Level I behaviors (depending on severity and/or frequency of infraction):

- Verbal reprimand
- Restriction of certain privileges normally available to students (i.e. T.V., recess, etc.)
- Extra chores, work, or assignments.
- A combination of the above consequences.

### **Level II**

Level II discipline generally includes misbehaviors whose frequency or seriousness disrupts the social, nurturing, and/or learning environment.

Level II discipline is initiated and administered at the houseparent/teacher level.

Some examples of Level II behaviors: Unmodified Level I behaviors, Disrespect to adults (defiance/insubordination), cheating.\*

Consequences of Level II behaviors (depending on severity and/or frequency of infraction):

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\* This is not a complete list of infractions.

- Continue with additional Level I consequences
- Loss of privileges for an extended period of time (not more than 10 days)
- Student Home detentions (not more than 10 days)
- After School or lunch detentions
- A combination of the above consequences

### **Level III**

Level III discipline includes student misbehavior that has not responded to either Level I or II interventions/consequences, results in serious acts of aggression to self or others, destruction of property, or behaviors which pose a direct threat to the safety of other students or adults in the School.

Level III discipline is initiated and administered at the houseparent/teacher level, with approval from the Home Life Administrator/Scholastic Administrator.

Some examples of Level III behaviors: Serious acts of defiance, insubordination, threats towards a staff member, fights which result in serious bodily injuries, etc.).\*

Consequences of Level III behaviors (depending on severity and/or frequency of infraction):

- Continuation of Level I and/or Level II consequences
- Detentions 10 – 15 days (may include loss of participation in co-curricular activities)
- Campus work assignments/community restitution
- A combination of the above consequences

### **Level IV**

Level IV discipline is comprised of any extremely serious student misconduct, or misbehaviors of a repeated nature for which previous disciplinary efforts have not altered the behavior(s).

Level IV discipline must be approved by the Home Life Director/Scholastic Administrator or their designees.

Some examples of Level IV behaviors: Assault (physical, sexual), Possession of Drugs, Possession of Weapon.\*

Consequences of Level IV behaviors (depending on severity and/or frequency of infraction):

- Continuation of Level II, III, IV consequences

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\* This is not a complete list of infractions.

- Loss of C.E.S. scholarship
- Detentions 20 days (including co-curricular activities)
- Review of enrollment

## **Level V**

There are some behaviors that simply cannot be tolerated by MHS. The behaviors listed as Level V place the safety and well-being of students and adults in unacceptable jeopardy. While students who demonstrate these Level V behaviors will be terminated, the School will continue to assist families of origin in transitioning the student out of MHS and locating services in their home community.

MHS consistently reviews programs and implements revisions that reflect the best interests and nurturing of the student body. A number of social and citizenship awareness programs have been revitalized, partly in an effort to proactively dissuade student behaviors that could lead to termination.

Students and parents should presume that termination of enrollment will result from committing any of the following four items:

- **Selling or Dealing Drugs or other Illegal Substances**  
Compelling evidence of selling, dealing, or delivering of drugs or other illegal substances for money or favors, tangible or intangible.
- **Possession or Use of a Weapon**  
Possession of a weapon on the person or within areas of their control where, at the discretion of MHS, it appears to be planned/deliberate concealment or carried with intent to scare, threaten or harm anyone, including any explosive device; any firearm (designed or able to be readily converted to expel any projectile by the action of an explosive or compressed gas); any knife outside of the time and need for supervised activities such as scouting or camping; any stun gun, taser, or other electronic weapon; or using any implement for infliction of serious bodily injury.
- **Fire Setting or Arson**  
The burning of property with the intent to destroy that property. Intent meaning the purposeful design and predetermined expectation that the action will result in fire potentially destroying property.

- **Assault with intent to do bodily harm or rape**

Assault of an individual with the intent to afflict serious bodily harm, such as serious laceration, breaking of a bone, impairment of an essential organ or bodily function, or rape.

When determined that any of these conditions exist, students and parents/sponsors should presume that termination of the student's enrollment will be the result. School discipline decisions, including this Level V Policy, do not impact the School's reporting procedures with Derry Township Police.

**Department Responsible**

**Home Life**

## **STUDENT CRIMES - REPORTS TO LAW ENFORCEMENT**

### **Summary and Purpose**

MHS's highest priority is the best interest of the students entrusted to its care. As a private residential school with surrogate parenting responsibilities, MHS is subject to different expectations and obligations than a public school. The MHS parental and advocacy role for all its enrolled students, whether they are suspected of a crime or are its victim, continues after MHS reports to Derry Township Police Department (DTPD).

### **Details**

DTPD is authorized to exercise its discretion in enforcing the law. MHS will fully comply with all legally required reporting obligations. In the absence of any legal obligation, MHS voluntarily will report all significant, potentially criminal activity that affects the safety of its students, employees or the community.

MHS adopts the PA crimes code definitions of covered criminal activities and the code's evaluation of the seriousness of these acts.

Student or adults who make false claims of criminal activity will be subject to MHS discipline policies. Since DTPD ultimately decides whether any action by our students should be handled by the Juvenile Justice system, MHS will confer with DTPD whenever a reportable event occurs under this policy.

Students and parents/sponsors will be informed that MHS will report activities covered by this policy to DTPD and that MHS employees cannot comply with requests to keep these matters confidential or to preclude involvement by law enforcement authorities.

### **Definition of Student Crimes**

Student Crimes are those incidents which are not already defined as Child or Student Abuse generally occurring student to student, student to adult, and/or by the student. Student Crimes are generally defined by Consolidated Statutes of the PA Crimes Code.

## **What Must be Reported**

The following acts and/or incidents must be reported to Law Enforcement and in some cases PA Child Line.

- Crimes of Violence
- Illegal Drugs
- Weapons
- Child Pornography
- Sexting
- Physical Assaults
- Sexual Assaults
- Arson
- Computer Hacking involving third parties or large scale breach of confidential information
- Significant Intentional Property Crimes
- Vehicular crimes or accidents involving an MHS vehicle and any personal injury
- Significant Threat to commit a crime of violence with or without a weapon
- Missing or Runaway students
- Bomb Threat

**Department Responsible Home Life**

## **STUDENT PERFORMANCE AND PRIVILEGES**

### **Summary and Purpose**

The Student Performance and Incentive Program in each student home is division specific and designed to teach the students life skills, responsibility, stewardship and a strong work ethic.

### **Details**

The Student Performance Programs have been designed to reflect a natural parenting style in which skills that are taught can be transferred to life beyond MHS. Privileges are earned based upon the quality of performance that the student exhibits. Please contact your child's houseparents for more specific information regarding each Division's program. ,

### **Department Responsible    Home Life**



# INTERPERSONAL RELATIONSHIPS

## **Summary and Purpose**

Since MHS is coeducational, rules and policies have been established to govern interpersonal relationships.

## **Details**

### **General Dating Guidelines**

- MHS encourages students to develop their social/life skills by engaging in healthy dating relationships.
- Students must be at least 15 years of age and in Senior Division to begin dating.
- Students are not permitted to date anyone three or more years younger/older.
- Senior Division students are not permitted to date Middle Division students.
- Dating arrangements must be set up with and approved by houseparents.
- Dating is not permitted in Elementary or Middle Divisions.
- Predatory-like behaviors including harassment and unwanted advances are not permitted.

### **Public Displays of Affection**

- Inappropriate public display of affection (PDA) is not permitted on or off campus.
- PDA, defined as prolonged physical contact of any kind that may cause another adult or student to feel uncomfortable or embarrassed, is not permitted.
- Lying down together and sitting on laps is not permitted.

### **Sexual Relationships**

- MHS supports and educates students based on MHS Student Sexual Health Policy that strongly embraces and promotes abstinence.
- Engaging in sexual intercourse or activity is not permitted on or off campus.

Parents/sponsors should contact their student's houseparent or the student themselves to discuss as needed.

**Department Responsible**      **Home Life**

# STUDENT HEALTH SERVICES

## Behavioral Services

### Summary and Purpose

Behavioral Services operates within Psychological Services to provide behavioral support and skill building opportunities to students to improve their behavioral functioning.

### Details

The Skills Centers, located in Memorial and Catherine Hall, provide a temporary placement and learning opportunity for disruptive or distraught students while also preserving the learning environment of the classroom. Behavioral Services after school programming includes the intensive, therapeutic elementary after school program for students with significant behavioral difficulties as well as a variety of psycho-educational skills groups designed to assist with development and use of academic, social, and self-management skills. The Behavior Support Specialists provide one to one skill development and support for students in the schools, student homes and Health Center. During the summer, several therapeutic camps designed to build social and emotional skills are offered by Behavioral Services through the Year Round Experience (YRE). Behavioral Services also staffs the Crisis Intervention Team and provides behavioral support to students struggling within the regular YRE environment. Team building and skill building opportunities are customized and provided in student homes and classrooms upon request. Behavioral consultations and trainings are offered for houseparents and teachers as a resource and support to those adults who are working most closely with students.

**Referral process:** Skills Center admissions are made by the Principals, Home Life Administrators and Psychologists. Referrals for after school programming are received through the Psychologists and Intervention Teams.

#### **Primary contact:**

Dr. Mike Valle, Lead Psychologist (Elementary Division): 717-520-2503

Dr. Kimberly Carlson, Lead Psychologist (Middle Division): 717-520-3540

Dr. Virginia Murphy, Lead Psychologist (Senior Division): 717-520-3308

#### **Questions or referrals, contact:**

Mr. Chris Rich, SHS Coordinator (Elementary Division): 717-520-3310

Ms. Heather Teter, SHS Coordinator (Middle Division): 717-520-2264

Ms. Cindy Kelly, SHS Coordinator (Senior Division): 717-520-2267

## **Coordinators of Health Services/Social Work**

### **Summary and Purpose**

Within each Division the Coordinators of Health Services represent Student Health Services on the Divisional Leadership Team, assuring student health issues are included in divisional planning and implementation of school programs. They provide coordination of interdisciplinary services provided to students on campus. Coordinators of Student Health Services assist in assuring student safety by overseeing childcare court orders including child welfare directives, protection from abuse orders and custody documents. The Coordinators also facilitate the building based intervention team in order to connect students with specialized programming and services.

### **Details**

The Social Work program provides a variety of services to MHS students and their families while enrolled at MHS and during times of transition to and from MHS. Social Workers assist students/families who receive public services (such as cash assistance, medical assistance and Social Security) in continuing to receive these benefits or applying for eligible benefits. Social Workers facilitate communication between MHS and community agencies that provide support our students. This includes assisting students and families in court proceedings, review hearings, probation issues and change in guardianship or school transfers. Students and families are referred to social workers for help in locating medical, counseling, and specialized educational programs in student's home communities when needed. Social Workers provide consultation with staff and parent/sponsor, houseparent training, Healthy Lifestyle and classroom presentations.

#### **Primary contact:**

Memorial Hall (Elementary Division): Christopher Rich, Coordinator of Student Health Services 717-520-3310

Catherine Hall (Middle Division): Heather Teter, Coordinator of Student Health Services 717-520-2264

Senior Hall (Senior Division): Cindy Kelly, Coordinator of Student Health Services 717-520-2267

## **Dental Services**

### **Summary and Purpose**

Dental Services seeks to provide a foundation about the importance of proper daily oral hygiene and nutrition, emphasizing cavity prevention, and eliminating oral disease and tooth decay with safe and effective comprehensive dental treatment.

### **Details**

#### ***General Dentistry***

Dental Services provides oral health instruction about proper tooth brushing, flossing, use of oral rinses and other oral aids to prevent oral disease and encourage daily homecare. We promote cavity prevention based on each student's cavity risk by providing initial assessments, cleanings and regular check-up visits, and using preventive measures such as fluoride varnish application and sealant placement. Dental Services renders routine dental procedures, such as fillings, simple extractions, crowns, and partials to foster disease-free, healthy smiles.

#### ***Specialty Services (Periodontal, Endodontic, and Oral Surgery Procedures)***

Specialty dental services (gum therapy, root canals, and wisdom teeth extractions) is rendered by local community partners based on emergent or individual treatment need.

Students are routinely screened at 11<sup>th</sup> grade to determine the need for wisdom teeth extractions. During the spring of the student's 11<sup>th</sup> grade year, parents/sponsors of those students with determined need will be sent paperwork and treatment consent. Indications for wisdom teeth extractions at MHS may include: chronic pain, infection, pathology, and malpositioned impactions. Necessary paperwork and treatment consent for planned wisdom teeth extractions must be properly completed and returned by the parent/sponsor before an appointment is scheduled. A surgery date will be selected by the student and communicated by Dental Services directly to the student and houseparent. Parents/sponsors are welcome to contact Dental Services to address any questions or concerns related to specialty services.

#### ***Orthodontic Services (braces)***

Many students may benefit from having Orthodontic treatment, however, Orthodontic treatment at MHS is limited and not all students possessing a desire to have braces will be treated. Treatment at MHS is limited to students who present with a moderate-severe functional dental problem involving their jaw(s) and/or teeth. This determination is made by our Orthodontic specialist and considered only after the student has successfully completed one year of enrollment at MHS. Orthodontic treatment will only be provided to MHS students that qualify based on specific criteria and who demonstrate excellent or good oral hygiene. Students entering

MHS after 8<sup>th</sup> grade are not eligible for orthodontic treatment due to time constraints in completing treatment prior to graduation. Cosmetic orthodontics (crooked teeth or gaps but otherwise having a functional bite), orthognathic surgery, and candidates demonstrating consistently poor oral hygiene will not be orthodontically treated at MHS.

Students that enroll at MHS with braces who are actively undergoing orthodontic treatment for greater than 6 months will be evaluated by the School Orthodontist who will then determine if care can be continued with our orthodontic system or reserve the right not to continue care at MHS, with the exception of providing emergency services. Students transferring Orthodontic care to MHS must have their previous orthodontic records transferred to the school and keep in mind that treatment may not commence at MHS for 4-6 months following their enrollment; therefore, parents/sponsors must continue to coordinate and schedule outside Orthodontic appointments during weekend visits, breaks, holidays, etc. until the treatment transfer is complete. To ensure timeliness and continuity of care, it is essential that parents/sponsors return requested paperwork and that the previous orthodontist promptly forwards complete transfer records. Students who elect to continue Orthodontic care with their home Orthodontist must schedule outside Orthodontic appointments during non-academic periods (weekend visits, breaks, holidays, etc.).

**Referral process:** Students can be referred to the Dental Clinic by MHS Staff or self-referral.

**Primary contacts:**

Dr. Denise Alston, DDS: 717-520-2847

Eileen Ciardullo, Dental Office Coordinator: 717-520-2701

## **Drug and Alcohol Services**

### **Summary and Purpose**

To provide Drug and Alcohol related services to the students and staff at MHS.

### **Details**

The Drug and Alcohol Specialist is responsible for the evaluation and appropriate referral of students for drug and alcohol related counseling sessions (both group and individual) and facilitating these sessions if deemed appropriate. This individual also presents drug and alcohol related information to students, provides training to teachers and staff on topics pertinent to substance use and dependency and serves as a consultant to staff on issues regarding alcohol and substances of abuse. The Drug and Alcohol Specialist also provides support services and counseling to students where alcohol and substance abuse is a concern in their family.

**Referral process:** A referral or request for drug and alcohol related services can be made by contacting the Drug and Alcohol Specialist. Both students and staff can make a referral for drug and alcohol related services.

#### **Primary contact:**

Dr. Jon Gaffney, Drug and Alcohol Specialist: 717-520-3433

#### **Questions or need help, contact:**

Mr. Chris Rich, SHS Coordinator (Elementary Division): 717-520-3310

Ms. Heather Teter, SHS Coordinator (Middle Division): 717-520-2264

Ms. Cindy Kelly, SHS Coordinator (Senior Division): 717-520-2267

## **Medical Services**

### **Summary and Purpose**

In order to promote wellness and support student achievement, the Medical Services Program provides comprehensive health care to the students of MHS throughout the campus in divisional clinics and at the Health Center.

### **Details**

The Medical Services staff provides health screenings, routine well-child care, acute care, immunizations, health promotion and a medication regimen for the students of MHS.

**Referral process:** Students can be referred to the Medical Clinic sites by MHS Staff or by a self-referral. In addition, if a parent/sponsor has concerns about a student's medical condition, they may contact the respective clinic to speak to the physician or a nurse about their student's health.

#### **Primary contacts:**

Debra Ferguson, Director of Nursing/Medical Services: 717-520-2185

Dr. Jen Wallace, Lead Physician: 717-520-2379

Heather Wolfe, Coordinator of Ancillary Services: 717-520-2379

#### **Questions or need help, contact:**

Memorial Hall (Elementary Division) Medical Clinic: 717-520-2500

Catherine Hall (Middle Division) Medical Clinic: 717-520-2700

Senior Hall (Senior Division) Medical Clinic: 717-520-3000

Health Center: 717-520-2180

## **Nutrition**

### **Summary and Purpose**

Good nutrition plays a major role in a child's health, well being, and educational development.

### **Details**

To ensure that MHS students are adequately nourished, the School employs three part-time Registered Dietitians who provide food and nutrition education for the students and staff, as well as nutrition assessment and recommendations for care for students who have weight problems, food allergies/ intolerances, medical problems requiring nutrition intervention, and other food issues. The Registered Dietitians also work closely with Food Services in menu planning, food selection and student home and dining hall nutrition programs.

**Referral process:** Students can be referred for Nutrition Services by MHS Staff or they can make a self-referral.

#### **Primary contacts:**

Diane Shenberger (Elementary and Middle Divisions): 717-520-2194

Joan Sather (Senior Division): 717-520-2194

Roberta Tripp (Senior Division): 717-520-2194

Debra Ferguson, Director of Nursing/Medical Services: 717-520-2185



## **Psychological Assessment Services**

### **Summary and Purpose**

Psychological and psychoeducational assessments are available for referred students.

### **Details**

The most common referrals are concerns about learning and academic problems, disruptive behavior, ADHD and transition evaluations for post-secondary planning.

**Referral process:** Assessment referrals originate from the Intervention Team, Learning Assistance Team, psychology staff, medical staff, consulting psychiatrists or a guardian.

#### **Primary contacts:**

Dr. Mike Valle, Lead Psychologist (Elementary Division): 717-520-2503

Dr. Kimberly Carlson, Lead Psychologist (Middle Division): 717-520-3540

Dr. Virginia Murphy, Lead Psychologist (Senior Division): 717-520-3308

#### **Questions or need help, contact:**

Mr. Chris Rich, SHS Coordinator (Elementary Division): 717-520-3310

Ms. Heather Teter, SHS Coordinator (Middle Division): 717-520-2264

Ms. Cindy Kelly, SHS Coordinator (Senior Division): 717-520-2267

## **Psychological Services**

### **Summary and Purpose**

Psychological Services seeks to help students gain a realistic understanding and appreciation of their many intellectual, social, emotional, and physical strengths in order to achieve happiness and success.

### **Details**

Psychological Services offers a comprehensive array of services, which includes individual and group therapy, psychological and psychoeducational assessments, consultation, staff training and presentations, crisis intervention and prevention. The type of psychological service provided for a student is dependent on the individual student's need.

**Referral process:** MHS Staff can refer students for psychological services through the Intervention Team (IT) process. Guardians can request psychological services by contacting either the Division's Lead Psychologist or Student Health Coordinator. Middle and Senior Division students can submit self-referrals at their respective school buildings. All referrals are reviewed by the Division's Lead Psychologist to determine which service would best meet the needs of the student.

#### **Primary contacts:**

Dr. Mike Valle, Lead Psychologist (Elementary Division): 717-520-2503

Dr. Kimberly Carlson, Lead Psychologist (Middle Division): 717-520-3540

Dr. Virginia Murphy, Lead Psychologist (Senior Division): 717-520-3308

#### **Questions or need help, contact:**

Mr. Chris Rich, SHS Coordinator (Elementary Division): 717-520-3310

Ms. Heather Teter, SHS Coordinator (Middle Division): 717-520-2264

Ms. Cindy Kelly, SHS Coordinator (Senior Division): 717-520-2267

## **Medications**

### **Summary and Purpose**

To establish the safe administration of medications to Milton Hershey School (MHS) students, medications will be under the direction of registered nurses, physicians, and dentists.

### **Details**

All medications prescribed during school hours will be given by a registered nurse. Each clinic will maintain an up-to-date list of students who require medications during school hours.

Over-the-counter medications may be given as deemed necessary by a registered nurse or houseparent following MHS guidelines and the manufacturer guidelines.

Prescription medications will be provided for staff administration under the direction of a MHS physician or dentist.

Medications prescribed by an off-campus physician will be reviewed by a school physician after the following information is verified by a registered nurse:

- Student's name is on the bottle.
- Date the prescription was filled.
- Name of the medication.
- Dosage and administration schedule is indicated.

A school physician will review the medication prescribed by an off-campus physician within 24 hours of the student's arrival on campus or before the next dose is due to be administered. It is, however, expected that the student, upon his or her return to campus, will produce a written note from the off-campus physician who prescribed the medication, stating the medical reason for its need. If this written indication is not available, the registered nurse shall request that the parent/sponsor obtain the necessary information immediately.

Medications not approved by the school physician will be returned to the parent/sponsor by the Health Center or School Medical Clinic staff with a note of explanation for its return.

Any exceptions or extenuating circumstances may be clarified by the Lead Physician or the Director of Nursing/Medical Services. Senior Division students may carry inhalers if the nursing staff and houseparents believe they are responsible and knowledgeable regarding the use of the inhaler, its side effects, etc. Birth control pills prescribed by a private provider are the responsibility of the student and may be held in her possession. Birth control pills prescribed by a School physician will be administered by a houseparent.

Prescriptions for medications which are required by the student and prescribed by the School physicians or dentists will be provided to the parent/sponsor/guardian (or designee) during breaks and holidays, and the cost of obtaining such medications at home will be borne by the School.

**Primary contacts:**

Debra Ferguson, Director of Nursing/Medical Services: 717-520-2185

Dr. Jen Wallace, Lead Physician: 717-520-2379

Heather Wolfe, Coordinator of Ancillary Services: 717-520-2379

**Questions or need help, contact:**

Memorial Hall (Elementary Division) Medical Clinic: 717-520-2500

Catherine Hall (Middle Division) Medical Clinic: 717-520-2700

Senior Hall (Senior Division) Medical Clinic: 717-520-3000

Health Center: 717-520-2180

## RELIGIOUS PROGRAMS

### Summary and Purpose

MHS is committed to ensuring the spiritual and moral development of each student. As such, spiritual and moral development will be an important part of life at MHS.

According to the Deed of Trust, “The School shall be non-sectarian but the moral and religious training of the scholar shall be properly looked after and cared for by the managers. The managers shall show *no favoritism to any particular sect or creed*. Each scholar shall be taught to speak the truth at all times, and each and every scholar shall be thoroughly trained to habits of economy and industry.” As stated in the Deed of Trust, MHS does not promote and particular religion, although its religious program does reflect the Judeo-Christian traditions of our founders, Milton and Catherine Hershey. Our goal is to foster religious and moral development of the student in an accepting and affirming atmosphere of religious inclusiveness.

### Details

Our Deed of Trust directs us to be non-sectarian: It is our interpretation that “non-sectarian,” within the context of 1909 and the writing of the Deed of Trust means to be “non-denominational” within the Judeo-Christian heritage.

We believe that it is consistent with this charge for us to reaffirm our basic Judeo-Christian heritage. MHS was established, built, and continues to be based upon the Judeo-Christian tradition—the tradition of the Ten commandments and The Golden Rule, and the teaching of both the Old and New Testaments—and we will continue to honor that tradition. Applicants to MHS deserve to know of this tradition, and it will be our responsibility to make this known.

We also believe that it is essential to demonstrate respect for others’ beliefs and traditions as stated in the Deed of Trust and, in keeping with our heritage; we will not permit exclusion of students of other denominations, sects, or creeds. It is a right in the United States to hold to a particular belief system, according to the U.S. Constitution. The same is true at MHS, as long as that belief system does not cause physical or emotional harm to the student or others. Therefore, to the extent that we are reasonably able, we will continue to be supportive of the religious needs of all students.

In keeping with our Judeo-Christian heritage, we believe we should:

- Help each child explore belief in God, prayer, and his/her own spirituality as part of a religious tradition.
- Build character education into the program through a Home Life curriculum known as “*The Compass Project*.” *The Compass Project* is a leadership and character development curriculum designed to enhance the sacred values of MHS. We believe that students who possess strong leadership and character skills exhibit the School’s four sacred values through the moral character skills of integrity and mutual respect and the performance character skills of positive spirit and commitment to mission. More about *The Compass Project*” can be found on page 53.
- Promote consistent school-wide teaching of our core beliefs, by continuing to require all students to participate in a weekly Chapel Service on campus.
- Enable each child to participate in the religious tradition of his or her choice to the extent possible. However, choosing to follow the traditions of Satanism or other traditions that could cause physical and/or emotional harm to the student or others will not be tolerated.
- Prohibit individuals from using influence of position, threats, or pressure to force a change of faith in others.
- Teach and insist that respect be shown for the cultures and traditions of others.

## **Definitions**

Non-sectarian:

- In the context of this policy the word will be used to mean non-denominational.

Religious Proselytism:

- Using pressure or force or influence of position to convert another to one’s own religious faith.

## **Procedures**

### Spiritual and Devotional Programs

- The Religious Programs Office offers individual and group programs and counseling in the student homes and classrooms.

### Student Home Devotions

- Student home devotions will be conducted just prior to or after breakfast in the dining room or living room and should be between five and ten minutes in duration. If this is not a convenient time to hold devotions for the student home, devotions should be conducted consistently at a time convenient for all, but should not be abandoned. A variety of religious books and booklets in the home, approved by the Religious Programs Office are provided for this purpose.

### Opening Exercises

- When opening exercises are requested, they should be succinct and brief. The ceremony may include a student-led prayer, a scripture passage read by a student, the pledge to the United States flag, and the MHS School Pledge.

### Prayer before Meals

- All meals should begin with either an individual or group prayer of thankfulness.

### Proselytism

- No MHS employee may proselytize a student under any circumstances—by force, by coercion, or by influence of position.

### Sunday Worship

- Students are required to attend the weekly Chapel Service on Sunday mornings from 9:00 a.m. to 10:00 a.m. A special program for elementary students is provided. Parents and sponsors are invited to attend the service when they are visiting the campus. Upon approval, students may attend public worship in a nearby house of worship following the Chapel Service at Founders Hall or at a time recognized by the religious practices and beliefs of the student's faith. Junior Chapel occurs most Sundays throughout the school year in the Memorial Hall auditorium and dining room from 8:30 a.m. until 9:40 a.m. The children receive a Bible lesson and an activity or craft that enhances the day's lesson.

### Off-Campus Worship Permission

- Students seeking permission to attend a nearby house of worship on Sunday morning or any weekday are to follow the procedures given below:
  - The student's parent/sponsor submits a completed Off-Campus Worship form to the student's houseparents, who sign and return the form to the Religious Programs Office. The form is available from the houseparents or the Religious Programs Office.
  - The Religious Programs Office will process the written request from the parent/sponsor and will send written notification to the respective house of worship.

- Lists of students attending youth or educational meetings at their respective houses or worship during the week (other than Sunday morning) will be published in the Weekly Bulletin, also indicating when transportation will be provided.
- Houseparents may not give permission for a student to attend any off-campus house of worship unless permission to do so has been received from the student's parent/sponsor and the Religious Programs Office.
- Houseparents are to keep accurate records of local church attendance by students in their student homes. Any irregularity in a student's attendance should be reported directly to the Religious Programs Office. Once permission to attend off-campus worship has been given, a student may, on occasion, visit a house of worship other than that designated. However, visiting any house of worship more than twice in succession will require parent/sponsor permission and resubmission of the Off-Campus Worship form.
- Any student experiencing any type of problem, or having any concern about his or her off-campus worship experience, should report the same to his or her houseparents immediately upon returning to the student home after the off-campus worship experience. The houseparents, in turn, will contact the Religious Programs Office and further inquiry will be made from that office. In order for any concern or problem to be addressed relating to the off-campus worship experience, the student must initiate the inquiry.
- If at any time a participating house of worship providing information regarding inappropriate behavior on the part of a participating MHS student contacts the Religious Programs Office, the student will be subject to the appropriate procedures of the MHS Uniform Disciplinary Code.



## ***THE COMPASS PROJECT CHARACTER AND LEADERSHIP PROJECT***

*The Compass Project* is a PreK-12<sup>th</sup> grade Character and Leadership Development program that emphasizes the school's Sacred Values. There are four key areas of *The Compass Project* that focus on student personal growth:



*Character & Leadership Development*



*Physical Health & Wellness*



*Spiritual Development*



*SEL (Social and Emotional Learning) Skills Development*



*Milton Hershey School's Sacred Values*

*The Compass Project's* Home Life Curriculum focuses on an integrated and experiential social and emotional learning (SEL) curriculum. The purpose of the Home Life Curriculum is to challenge students to their greatest leadership potential by developing character, leadership and core social and emotional learning (SEL) skills through guided self-discovery in order to allow for student personal growth. The curriculum is strengths-based and values driven.



Lesson plans are implemented on a monthly basis in the student home and Transitional Living settings to help facilitate the process of discovery and personal responsibility. Devotional materials are aligned to each SEL theme and Sacred Value in order to provide hands-on learning and real-world connections to each skill area.

*The Compass Project* themes were developed using the Milton Hershey School’s *Student & Graduate Success Indicators (SSI/GSI)*.

**Well-being** – *The ability to maintain a balanced mental, spiritual and physical state, exercise mindfulness, and to be self-reflective*

**Social Intelligence** – *The ability to navigate diverse environments, manage complex relationships and be empathetic*

**Self-Sufficiency** – *The ability to demonstrate grit, perseverance, and resilience in the face of adversity*

**Growth-Mindset** – *The ability to demonstrate curiosity, eagerness to learn, and the belief that your intelligence is malleable.*



**AUGUST:**  
Self-reflection

**SEPTEMBER:**  
Overcoming Emotional  
and Personal  
Challenges

**OCTOBER:**  
Self-esteem  
Development

**NOVEMBER:**  
Social Norms and  
Values

**DECEMBER:**  
Diversity and Respect

**JANUARY:**  
Compromise and  
Finding Common  
Ground

**FEBRUARY:**  
Confronting Failure

**MARCH:**  
Responsible  
Decision-making

**APRIL:**  
Prioritization

**MAY:**  
Exploring Reasoning

**JUNE:**  
Problem Solving

**JULY:** Free Play

**Department Responsible Home Life Programs and Student Life Safety**

## **CONTINUING EDUCATION SCHOLARSHIP (CES)**

### **Summary and Purpose**

Mr. & Mrs. Hershey founded Milton Hershey School as a home and school for needy children. From an academic/scholastic perspective, Mr. & Mrs. Hershey described in the Milton Hershey School Deed of Trust (Section 16) that "...the main object in view is to train young men and women to useful trades and occupations, so that they can earn their own livelihood." As society and job requirements become more diversified, specified and intense, the need for an education beyond high school in order to "earn their own livelihood" becomes more apparent. The CES program is a systematic approach by MHS to enable our students to be able to advance their education beyond high school with the financial support of MHS as long as they abide by the guidelines and structure of the program. MHS supports various types of post-secondary degree pursuits – Bachelor's (4-year) degrees, Associate's (2-year) degrees, 1 or 2 year certificates/diplomas in areas such as automotive, cosmetology, culinary and more! Students at MHS have the opportunity to EARN a scholarship that supplements their post-secondary costs and, hopefully, they take advantage of this wonderful privilege.

### **Details**

The Deed of Trust (Section 21) describes the CES program as "...a system of premiums and rewards dependent upon good behavior, character, and proficiency..." Students who demonstrate good behavior, character, and proficiency at MHS through their academic achievements and their behavior in the student home and classroom can earn a generous scholarship, currently (MHS Class of 2013) a maximum of \$80,000, in their Senior Division years to use towards standard college costs. Each year in Senior Division, a student needs to earn at least an 80% GPA to earn the full scholarship in that year (students earning a 75-75.99% GPA are awarded half of that year's scholarship), have no Level 4 behavioral infractions, and earn less than 51 demerits in order to earn CES funds for that year. Students must graduate from MHS to be eligible to utilize any CES funding.

Students have the potential to earn 5% of their CES in 9<sup>th</sup> grade, 15% in 10<sup>th</sup> grade, 30% in 11<sup>th</sup> grade, and 50% in 12<sup>th</sup> grade. Students starting MHS in 10<sup>th</sup> grade will have their 10<sup>th</sup> grade year worth 20%. Students work with their MHS College & Career Counselor to develop an "Approved MHS Graduation Plan" to attend an affordable college in relation to the CES funds they earn and the other financial aid they receive from colleges. MHS graduates are responsible for paying the first \$2,500 of their college costs each year with a student loan (Direct Stafford

Loan) and then their CES earnings may be used towards paying the remaining standard college costs. Students who graduate from college, and have CES funds remaining, may request that MHS use those remaining CES funds to pay all or a portion of their student loan debt (up to \$2,500 per year of college), depending on the amount of CES funds remaining.

A student's academic performance and behavior in Senior Division (9<sup>th</sup> – 12<sup>th</sup> grades) determines how much CES funding they earn to help pay for college. A student's academic performance also determines what type of college MHS will invest in with CES funding once a student graduates. The better a student does academically while at MHS, the more choices the student will have as far as the type of college education that MHS will help finance. Academic measurements such as yearly MHS GPA, SAT scores, and other various standardized assessments will determine the type of college that a graduate may attend with MHS financial support (4-Year College; Career/Technical; Community College, etc). Conduct that violates the "good behavior, character, and proficiency" requirements outlined in the Deed of Trust may result in a student losing the privilege of access to CES funds earned in any prior year at MHS. Call Ken Brown, Financial Aid Coordinator (CES Office), at 717-520-2036 for details of the High School Performance (Rigor) Matrix.

Once in college, a student must keep at least a C average (2.00 GPA), be full-time (12-15 credits per term), and reapply for financial aid in a timely manner to be able to continue to use CES funding. Much more information is available at: <http://www.mhs-pa.org.ces/>. The CES Program, just like being accepted into MHS, is a life-changing opportunity that MHS hopes our students take full advantage of by demonstrating the behaviors needed to qualify for this generous program established by the vision of Mr. and Mrs. Hershey over 100 years ago.

**Department Responsible      Transition Services**

## GRADUATION AND TRANSITION

### Summary and Purpose

Transition Services was created to provide better coordination of programs and services relating to post-secondary planning and transition support. The Transition Services team includes College & Career Counseling, the Continuing Education Scholarship Program (CES), the Alliance Schools Program, Student Work Programs, and Transition Support for young alumni five years following graduation.

The College & Career Counseling staff is composed of eight counselors. One counselor works exclusively with the students transitioning into high school in 9<sup>th</sup> grade. During the 9<sup>th</sup> grade year, the counselor completes various career assessments with the freshmen to enable the student to select the appropriate career/technical area. The remaining seven counselors are assigned to one or more of the career/technical areas. During the 10<sup>th</sup> grade year, the counselors further work to help the student establish and refine his/her career goal; the 11<sup>th</sup> grade year, to develop an educational plan for the career goal; the 12<sup>th</sup> grade year, to assist with the transition to the next step in the student's life beyond MHS. These counselors closely follow their students beyond MHS after graduation, making contacts with them four times each during their first and second year away from MHS. The counselors are available for additional support beyond the second year when contacted by the student.

There are two members overseeing the financial aid that students can earn during their four years in Senior Division. These coordinators oversee the CES by coordinating payments to post-secondary schools and ensuring that the graduates continue to meet the guidelines of the CES.

The coordinator of student work programs develops cooperative education experiences for students who meet the qualifications to apply for them in one of the eleven career/technical areas. This coordinator is also responsible for the Spartan Internship Program – a program where students, during the summer between their junior and senior year, have the opportunity to intern in a career field of their career goal. The coordinator also assists students to get jobs by offering a part time work certification course and upon successful completion assists the student to get a job in the Hershey area working after classes and/or during weekends.

**Department Responsible      Transition Services**

# SENIOR DIVISION SCHOLASTIC PROGRAM

## Summary and Purpose

The intention of the Senior Division program is to provide a four-year educational experience that includes the integration of school and work-based learning, high performance expectations, access to the latest technology and career/technical resources, and support for each student's personal development.

## Details

The Senior Division curriculum presents opportunities for both academic achievement and career technical skill training. Planning your individual program is an important step in preparing for your future. Students should be making decisions about classes based on their abilities, their interests, and their career direction. Senior Division is the time to explore possibilities while challenging oneself to succeed at increasingly difficult levels of training. Graduation requirements are listed below:

<u>Subject</u>	<u>Credits</u>	<u>Subject</u>	<u>Credits</u>
English	4	Visual and Performing Arts	1
Mathematics	3	World Language	1
Science	3	Wellness & Life Skills	3
Social Studies	3	Electives	6
Career/Technical Program	4		
		<b>Total Required Credits</b>	<b>28</b>

## **Credit Requirements**

Graduation is determined by the successful completion of the required 28 credits. Students earn credits in a cumulative fashion during their Senior Division careers. The following is a minimum number of credits that students must earn during the school year in order to progress toward graduation in four years and to be promoted to the next grade level. This includes credits that are earned during Summer School programming. Promotion/retention decisions are not final until after Summer School concludes. Members of the senior class are not provided the opportunity to attend Summer School as part of the MHS academic program. If seniors do not earn the required number of credits prior to graduation, they are required to attend summer school within their home community. After program requirements are approved by the principal, and after the course is successfully completed, students will then have the opportunity to earn their diploma and any other awards that they have earned, including the CES. All costs associated with this additional programming are incurred by the student and the deadline for the

course completion is determined by the principal. In addition to these academic requirements, students must successfully pass the “Learn to Swim” program requirements as well as earn their Drivers License in order to graduate from MHS.

9<sup>th</sup> Grade = 5 credits earned in order to be promoted to 10<sup>th</sup> Grade

10<sup>th</sup> Grade = 13 credits earned in order to be promoted to 11<sup>th</sup> Grade

11<sup>th</sup> Grade = 20 credits earned in order to be promoted to 12<sup>th</sup> Grade

### **Grading Scale**

Students earn grades based on the following scale:

A = 90-100

B = 80-89

C = 70-79

D = 60-69

F = Below 60

### **Weighted Coursework**

All Honors courses are weighted at 1.05.

All Advanced Placement courses are weighted at 1.10.

### **Assessments/Assessment Remediation Program (during the academic year)**

During the course of the academic year, all students in grades 9 through 11 will be administered standardized assessments multiple times. Assessments will be taken in the areas of math, reading, and science. These assessments allow us to identify strengths and areas of growth for each student. We are committed to each student being on grade level in each of these three areas. In order for this to take place, students who need additional support to achieve proficiency/grade level will be provided the opportunity to do so via various remediation/enrichment programs. These remediation/enrichment programs will take place both after school and on Saturday mornings. When the student earns proficiency/reaches grade level proficiency, they will no longer need to attend this program.

In addition to the aforementioned standardized assessments, students in Algebra I, Biology, and 11<sup>th</sup> grade English will all be administered the Keystone Exam. This assessment provides students with the opportunity to display their level of proficiency in these specific courses. The purpose of these assessments is threefold: they provide us with the opportunity to evaluate the curriculum that we instruct; they allow students to earn (via proficient scores) more opportunities toward post-secondary options as part of our CES program; and they allow us to view comparison scores of all students in the state of Pennsylvania.

### **Tutoring – (during the academic year)**

Regular tutoring is available to students on a daily basis after school. Students are encouraged to initiate contact with their teacher to request tutoring. Faculty are also permitted to request that a student participate in tutoring. Parents/sponsors are encouraged to contact their child or the Senior Division Scholastic office to discuss tutoring.

### **Academic Effort Study Hall – Friday School (during the academic year)**

Our goal at Senior Hall is to provide each student with the opportunity to be successful in every academic course. Success is generally achieved via hard work and a commitment to completion of homework assignments/projects and good academic scores on tests/quizzes. Students who do not put forth the appropriate amount of effort (e.g. they do not complete homework assignments/projects) will be placed into a Friday School from 3:00-5:15. This will provide them with a quiet and supportive environment in which to complete assignments.

### **Eligibility Policy (during the academic year)**

All students will be part of the eligibility policy for co-curricular activities. Any student who has a grade in achievement of D or F in more than one subject during the course of a marking period, after one “warning week,” may not practice or participate for a minimum of one week and until the student has a D or F in no more than one subject. This system will provide students with the opportunity to improve their grade during the “warning week” prior to them being removed from their co-curricular program or losing privileges in the student home. Additionally, this will provide teachers, houseparents, and students with a weekly update on student academic progress. This increased communication will no doubt benefit students.

### **Summer Academic Programming**

**Achievement:** Summer School programming (credit recovery) will take place on an annual basis for all students, except seniors, who earn failing grades in required core courses. This is to ensure that all students earn the required 28 credits needed for graduation. Those students who do not earn passing grades in multiple courses or who have not earned enough credits to advance to the next grade level will be retained in their current grade. Summer School is the only credit recovery option available to students. Those who successfully complete Summer School will be provided with both credit and an adjusted final grade. The adjusted final grade will be a 60%. Summer School (credit recovery) is mandatory.



Remediation/Enrichment: In addition, any student who does not score proficient (on grade level) on standardized assessment's, or on a series of benchmark exams and common assessments provided throughout the year, are required to attend a three week (concept recovery) program during the summer. Students have multiple opportunities to show their grade level proficiency. If they do not, however, they will be required to attend the three week summer program. Summer School (remediation/enrichment) is mandatory.

**Department Responsible**      **Senior Division Scholastic Office**

# MIDDLE DIVISION SCHOLASTIC PROGRAM

## Summary and Purpose

Catherine Hall Middle School serves students in 5<sup>th</sup> through 8<sup>th</sup> grade. In 6<sup>th</sup> through 8<sup>th</sup> grades, students rotate amongst 5 core classes: English, social studies, science, reading, and mathematics. Our 5<sup>th</sup> graders attend 3 core classes daily and that includes: language arts, math and science or social studies. In addition to the core classes, students also have Exploratory courses. Exploratory courses include: art, music, dance, career and technology courses, as well as physical education. These courses are intended to create well rounded students, and additionally assist in helping students determine possible future career options.

## Details

Students are graded in 3 different ways. They include; achievement, effort, and conduct. Both you and your student's houseparents have daily access to your child's grades through Infinite Campus. This is a great way for you to get frequent updates. Achievement grades are determined based on tests, quizzes, projects, and class work. Achievement grades are reported by numerical percentages and Effort and Conduct Grades are reported in an alpha format.

## **Grades**

### **Grading Scales**

<b>Achievement</b>	<b>Effort</b>	<b>Conduct</b>
A = 90-100	A = 90-100	A
B = 80-89	B = 80-89	B
C = 70-79	C = 70-79	C
D = 60-69	D = 60-69	D
F = 40-59	F = 40-59	F

### **Effort Grades**

- Homework
- Being Prepared for Class
- Participation

### **Conduct Grades**

- Based upon Team Infraction Points assigned by that teacher
- Based upon Leveled Discipline assigned by that teacher

Small class sizes help us focus in on your child's unique needs. In some classes two teachers are present to assist our students with additional learning needs. Interventions are provided to our struggling students so that they can catch up to grade level expectations. Making sure that your child is prepared for Senior Division is very important to us. Our objective is to ensure that we prepare our students to be college and/or career ready. Occasionally we will ask that some students remain for summer school. This may be due to failing a core class or because our testing shows that your child is one or more years below grade level expectations. While we understand that the idea of summer school can be disheartening, we strive to ensure your child gets closer to meeting the Pennsylvania State Standards, and is able to have an enjoyable summer time.

The Pennsylvania State Standards guide our curriculum. By taking the PSSA's (Pennsylvania State Standardized Assessment) and the Algebra I Keystone Exam for 8<sup>th</sup> grade students taking Algebra I, we can determine if our school is keeping up with other districts in the state. We are pleased to say that in the majority of tested areas, our middle division students are above the state average. By maintaining high standards, we can help your student excel academically. Please note however, that your support is essential in achieving this goal. Encourage your child to be organized, complete homework, accept feedback willingly, and participate during class. If the school, the parents/sponsors, and the students are all working towards the same goal, anything is possible!

**Department Responsible      Middle Division Scholastic Office**

# **ELEMENTARY DIVISION SCHOLASTIC PROGRAM**

## **Summary and Purpose**

The Elementary Division provides a wonderful balance of academics and nurturing for our children in Pre-Kindergarten through Grade 4. The children experience the common core of academics in Reading, Language Arts, Mathematics, and Social Studies. The Elementary Division also provides specialized instruction in Science, Technology, Library, Art, Physical Education, Health, Vocal and Instrumental Music, and Performing Arts. The emphasis on appropriate behavior and social skills are a strong component of the school day. The expectations are high for our students, so academic support is provided for identified students through tutoring, a mandatory summer Jump Start program, and our Learning Assistance Program.

## **Details**

### **Grading and Report Cards**

Students at Memorial Hall receive a Standards Based Report Card quarterly which reflects their academic progress. Standards Based Report Cards allow parents/sponsors to not only receive feedback about their students' academic achievement, but also more specific feedback on academic standards assessed during each marking period. Reading levels are also recorded on the report card during the first, third, and fourth marking periods. Students are graded in the areas of effort and conduct each marking period. Grading scales are printed on the report card to provide a guide to grading symbols.

Honor Roll and Effort/Conduct Awards are given each marking period. Students earn Distinguished Honor Roll with all A's or O's in academic achievement grades for all subjects. Honor Roll is earned by students who have a combination of A's or O's and/or B's or G's in their academic achievement grades. Effort Conduct award is earned by not having more than two C's in effort and conduct and/or C's for effort and conduct in their homeroom. Students are given Effort and Conduct grades in both homeroom and specials classes.

Parents/sponsors will find designations of Honor Roll and Effort/Conduct Awards on the student's report card. Other important messages such as learning assistance support, Jump Start notification, and upcoming performances may be printed on the report card as well.

### **Specials**

Our Art curriculum builds each year on the basic of shapes, form, color, texture, and art history. Art work is always seen displayed throughout our building.

Our students begin instruction in Technology at the Kindergarten level. Along with basic computer skills, the School is moving to 1:1 technology with iPads for student use and presentations.

Science instruction is provided to all our students and covers three to four units of study each year. There is at least one unit from three of the four broader areas (The Nature of Science; Biological Sciences; Physical Sciences; and Earth and Space Sciences) each year.

Library time is instructional for older students and more of a story time for our younger students. Students are also given an opportunity during library to exchange and check out library books.

Physical Education for our students allows the students to explore movement of their body in space for the younger students (skipping, hopping, jumping, etc.) to skills needed for different sports. Swimming is also a component for the elementary students to help them overcome any fear of water they might have and to teach them the basics of swimming and water games. Health Class teaches basic hygiene, safety, body systems, and nutrition.

Music instruction, both vocal and instrumental, is provided to our students. Vocal music class is something all our students get to experience. Students in 4<sup>th</sup> grade are able to play a band instrument and are given individual or small group lessons. Students as young as second grade are able to take piano lessons.

Performing Arts is a class that allows our students to learn about theater etiquette, how their body moves, as well as actual dance instruction.

### **Co-Curricular Activities**

There are many opportunities provided by the scholastic faculty for our students. Students in Grades 3 and 4 can participate in Chorus and some Dance opportunities. Students in Grade 4 can also participate in Drama, Stage Crew, Tap, Swing Dance, Band, and Jazz Band.

### **Assessments**

***DIBELS NEXT*** – Dynamic Indicators of Basic Early Literacy Skills (DIBELS) is administered to all students in Kindergarten through Fourth Grade three times throughout the school year. The basic skills identified by this assessment needs to be automatic as children are reading so they can focus on the understanding of the meaning of the text. The subtests are: First Sound Fluency; Letter Naming Fluency, Phoneme Segmentation Fluency; Nonsense Word Fluency; Oral Reading Fluency; and Daze (Reading Comprehension). As the children move through the grades, not all the assessments are administered. These assessments help to determine the level of support your child may need to be successful in the classroom.

**PSSA** – Pennsylvania System of School Assessment: Each spring the students in Grades 3 and 4 of Memorial Hall take the state assessment. This is an annual exam designed to measure a student’s attainment of academic standards in the subject areas of Math and Reading. Grade 4 also takes an additional exam in Science. Students attain a performance level of Advanced, Proficient, Basic, or Below Basic in each subject based on their strength in each of the reporting categories in each of the following subjects: Mathematics: Numbers and Operations; Measurement; Geometry; Algebraic Concepts; and Data Analysis and Probability. Reading: Comprehension and Reading Skills; and Interpretation and Analysis of Fictional and Nonfictional Text. Science: The Nature of Science; Biological Sciences; Physical Sciences; and Earth and Space Sciences. These results are sent home to you when they are received from the state in June and again in the fall of the next year.

*iReady*–iReady assessments are adaptive achievement tests in Mathematics and Reading that are taken on a computer by all our Kindergarten through Grade 4 students. The difficulty of the test is adjusted to the student’s performance so each student sees different test questions. As the student answers correctly, the questions become more difficult. If the student answers incorrectly, the questions become easier. The students take these tests three times during the school year. From these tests we get percentile scores, achievement scores, and growth scores.

**Department Responsible**

**Elementary Division Scholastic Office**

## **SUPPLEMENTAL ACADEMIC PROGRAMS**

### **Summary and Purpose**

A variety of academic programs are offered outside of the traditional school day. Programs are designed to meet the needs and interests of the students. The primary intention of each of these programmatic offerings is a commitment to the belief that learning is a year-round experience and that activities for student learning do not stop at the end of the school day.

### **Program Information**

#### **Remediation – All Levels**

- One goal of the academic program is for all students to achieve grade level proficiency on benchmark and standardized assessments. Students who score below grade level on these standardized assessments are provided individualized programming during non-school hours in order to hone their skills. This programming takes place both during after-school hours and on Saturday morning. Each Division designs a remediation program that best meets the needs of the students.
- The curriculum for the remediation program is offered through electronic and/or traditional classroom instruction depending on the age of the student. When students are provided with the opportunity to complete the electronic version of the remediation program, it is under the supervision of trained faculty. Additionally, the traditional classroom instruction is provided by certified teachers.

#### **Tutoring**

Senior Division:

- A student may request tutoring assistance from an individual teacher, a staff member, or the student's Learning Assistance Teachers may also request that a student receive tutoring.
- Tutoring may occur in an instructor's classroom, in the student home, or at a location that is appropriate for the tutoring experience.

- Intensive remediation programming is offered several times per year based upon standardized and benchmark assessments. Students participate in a multi-week remediation experience.

#### Middle Division

- Several after school tutoring options are available for Middle School Students. Students can meet with teachers before school or after school to obtain extra help with concepts taught in class that they do not understand. Some after school tutoring is skill-based and is for students performing below the proficient level on school designed common assessments or the PSSA. These targeted tutoring sessions are mandatory for identified students.

#### Elementary Division

- Tutoring at the elementary level occurs after school for students. However, some teachers may do short tutoring sessions before the school day, on Saturday mornings, or in the student home. At this age, the tutoring is usually initiated by the teacher of houseparent. However, students may request extra help from their teacher at any time.

#### **Friday School – Senior Division**

Friday School takes place after school on Fridays. The purpose of Friday School is to provide students with additional time to complete academic work. Students who are in danger of failing a course are typically assigned to attend Friday School.

#### **Saturday Academy – Middle Division and Elementary Division**

The Middle Division Saturday Academy offers enrichment and remediation opportunities. The remediation program is designed to give students additional time understanding concepts not yet mastered in class but tested on the PSSA exam. Saturday Academy is generally for reading, science, and math, but student needs in other areas may need to be addressed. Saturday Academy also provides enrichment opportunities for students that are excelling. Students attend Saturday Academy based on their performance data and teacher recommendation.

The Elementary Division Saturday Academies are planned from January through March for grades 3 and 4. There is usually only up to three Saturdays for each grade level during this time frame. This time is spent helping student in areas of the content not yet mastered in class but tested on the PSSA tests.



## Summer School

### Senior Division (3 Weeks)

- Summer School for credit recovery (failed class) takes place at the conclusion of the academic year. Summer School programming is the only credit recovery option available to students who fail a core course required for graduation. Courses in the following content areas are provided during Summer School: Math, English, Science, Social Studies, and Healthy Lifestyles. Students must earn a passing grade via the completion of the Summer School curriculum in order to earn credit.
- At the conclusion of Summer School, school administrators determine if a student has earned a sufficient number of credits to be promoted to the next grade level. Students who are deficient in total number of credits will be retained in their current grade.
- Members of the current senior class are not provided with the opportunity to enroll in Summer School programming at MHS. These students must enroll in programming approved by the high school principal within their home communities, at their own expense. Upon successful completion of this programming, students will be provided with all rights and privileges bestowed upon an MHS graduate.
- MHS also provides a Summer School program designed to help students who are not performing at grade level in the key subjects of math, reading, and science. Assignment to remediation Summer School is determined via the use of multiple data points. Some examples include: common assessments, standardized assessments, benchmark assessments, and other indicators that determine grade level equivalency. Students are assigned to remedial Summer School and must attend.

### Middle Division (3 Weeks)

- Middle Division students participate in summer remediation if they fail a core subject for the year or if they are performing below grade level in reading, math, or science, as is indicated by multiple data points.

### Elementary Division (3 Weeks)

- Summer Jump Start programming in the Elementary Division takes place during the last 3 weeks of YRE. Students who are determined to need extra remediation or are still testing below grade level are required to attend.

**Retention: All Levels**

- Grade retention is based on individual student performance. Parent/sponsors are contacted by building administration to share student's academic performance.

**Department Responsible    Scholastic**

## **YEAR ROUND EXPERIENCE**

### **Summary and Purpose**

The Year Round Experiences Program (YRE) is an extension of the MHS belief that learning is a year-round experience and that activities for student growth do not stop at the end of a school day. The goal of YRE is to have each child, assisted by parents/sponsors and MHS Staff, create a year-round plan that includes one or more of the following learning areas:

- Enriching the mind and body
- Remediating skill deficiencies
- Creating opportunities to meet and exceed standards
- Providing applied work experiences
- Contributing to a healthy lifestyle

### **Details**

Any student who remains on campus during Summer Break can participate in available YRE programming. Summer offerings are advertised to the students and the houseparents. The houseparents meet with the parent/sponsors throughout the months of March and April to map out the students' summer plans. The houseparent must then submit each student's summer plans to MHS Home Life by the end of Spring Family Weekend, so that arrangements can be made for both program and housing needs.

### **Department Responsible    Year Round Experience**

# **CONFLICT RESOLUTION PROCESS FOR STUDENTS AND PARENTS/SPONSORS**

## **Summary and Purpose**

Students have a variety of support systems at MHS if they need assistance of any kind. If a student has a concern as a result of an action by a member of the MHS Staff, that student has the right to respectfully question the action taken. Parents/sponsors also have that option.

Students and/or parents/sponsors should first always attempt to resolve the conflict with the individual with whom they have a concern. If that is not successful, it is appropriate to discuss the concern with the immediate supervisor of the individual. If the student or parent/sponsor has not attempted to resolve the situation with that individual, the supervisor will request that they do so.

Another option for the student is to discuss the concern with a trusted adult at MHS, such as a teacher, houseparent, coach, or psychologist. That adult may offer advice and/or accompany the student to see the appropriate administrator.

## **Details**

Chain of Communication for Programs Division:

1. Home Life (includes student homes, Transitional Living, and recreation):
  - Houseparent
  - Home Life Administrator (HLA)
  - Home Life Director, Home Life Assistant Director
  - Head of Division
  
2. Scholastic (includes classrooms, Visual and Performing Arts, Career Technical Education, College & Career Counseling, Agriculture and Environmental Education, Year Round Experience, athletics/activities, and recreation):
  - Teacher/instructor/coach/counselor/Activity Advisor
  - Assistant Principal
  - Principal
  - Head of Division

3. Student Support Services (includes Medical, Dental, Psychology, Applied Research, Social Work, Student Character and Leadership, and Enrollment Management/Family Relations):

- Counselor/Psychologist/Social Worker/Nurse/Hygienist/Activity Advisor/ Admissions Counselor
- Director of Program
- Executive Director

**Department Responsible    Division Heads of School**

# **ADA ACCOMMODATION PROCEDURES FOR APPLICANTS AND STUDENTS**

## **Summary and Purpose**

It is the policy of MHS to comply with Title III of the ADA, so that all students have equal opportunity to participate and benefit from programs, services, and activities provided at MHS. These procedures implement portions of the Equal Opportunity (EO) Policy concerning ADA Compliance for students, including Admissions processes and reasonable accommodations.

The School is committed to making reasonable accommodations for students and to ensure applicants, with disabilities under ADA, are not denied enrollment solely on the basis of their disability.

Therefore, it is the intent of MHS to identify, provide and monitor the implementation of needed accommodations for students with disabilities who meet ADA criteria. Likewise, the applicant review procedure is designed to identify the needs and services necessary to accommodate an otherwise qualified applicant, should the applicant enroll at MHS.

## **Details**

### **Procedures for Addressing ADA Issues in Admissions**

- Reasonable Accommodations in the Admissions Process

MHS Admissions staff will provide reasonable accommodations to applicants and families to ensure they have equal opportunity to fully engage in the application process.

- Admissions will include in its materials a notice advising anyone needing reasonable accommodations during the admissions process to contact the Admissions office and any timeframes or advance notice needed.
- This procedure applies to all stages of the applications process, including off-site recruitment events, applications, campus visits and interviews.

- Admissions Decisions

The School EO Policy prohibits discrimination on the basis of disability. Many applicants have one or more impairments that may be disabilities under the ADA.

During the admissions process the School uses various tools to collect a wide range of information from and about applicants concerning their family and academic background, scholastic aptitude, and behavioral, medical and psychological information. This information is collected and evaluated for several purposes:

- (i) to determine if the applicant meets eligibility requirements under the Deed of Trust; (ii) to identify whether the services needed by applicants are within the scope of the School's programs; (iii) to identify any other disqualifying factors permitted by law; and (iv) to begin developing the information that will be needed to provide services if the child is admitted.
- MHS is not required to make accommodations or modifications, or provide services, that fundamentally alter the nature of programs or Admissions criteria as established through the Deed of Trust. These procedures are followed for all applicants, without regard to whether the student has a disability.
- During the admissions process all applications are reviewed to identify potential needs and services in one of three broad areas: physical, scholastic, and psychological.
- Physical – MHS Physician reviews all medical documentation to determine potential needs and services.
- Scholastic – School Psychologist within Admissions reviews all educational documentation to determine potential needs and services.
- Psychological – Psychologist within Admissions reviews all mental health documentation to determine potential needs and services.

Regardless of type of condition or disability, each application is given an individual review to determine if MHS can provide services within the scope of the School's program. Determinations are not based on type of condition, but rather on the impact a condition has on the applicant's ability to function within MHS programs and the services necessary to meet his/her identified needs.

A pool of applicants who meet criteria for enrollment and whose needs can be reasonably served by the School is forwarded to the Admissions Committee for review and potential selection for enrollment.

The Admissions Committee makes the final decision for enrollment. If selected for enrollment, the identified needs and services will be forwarded to the Intervention Team (IT) for individualized plan development. If an applicant is denied enrollment, the

application will be referred back to Admissions for notification to the family of the decision.

## **Procedures for Current Students**

- The School's Assessment of Student Needs and Coordination of Services

MHS is unique in the wide range of services and care provided to enrolled students, including scholastic and medical needs. This process begins during the admissions process and continues throughout enrollment.

The existing Intervention Team (IT)/Service Provider Team (SPT) process will serve as the centralized multi-disciplinary process to ensure how individual needs are addressed and individualized plans are being appropriately developed, assessed, and monitored.

Coordinators of Student Health Services will serve as the facilitators of the IT/SPT process and, when an individualized SPT is required, will ensure individual plan accountability is assigned to the appropriate Administrator based on primary area of service delivery. For example, scholastic plans are to be managed by a Scholastic Administrator, mental health plans by a Psychological Services Administrator and physical plans by Clinic Coordinator or other Medical Services Administrator.

Individualized plans will include:

- disability or condition description
- impact on physical, learning or other major life activities
- service(s) description(s) being provided by the School or being facilitated through the School. Including related testing results and/or clinical observations
- description of resources and strategies necessary for accommodations
- periodic progress monitoring of service(s) effectiveness (based on uniqueness of each plan).
- list of all SPT members.

Parents/sponsors will be informed of individualized plan development. A copy of the plan will be provided upon request.

Individual plans will be electronically available to all SPT members through Infinite Campus, under student name and personal learning plan (PLP).



Initial plans are developed in a timely manner. Established plans will be reviewed yearly, or more frequently, as determined by SPT members. In the event the ongoing implementation of an individualized plan creates an undue burden, the plan is to be reviewed collaboratively by the respective Division Head and Executive Director of Student Support Services.

A student, or student's parent/sponsor, who has questions about individualized plan content is to contact the Division's Coordinator of Student Health Services and submit, in writing, a request for plan review.

The Coordinator, in conjunction with the Division Head and Executive Director of Student Support Services, will review the nature of the concern and render a decision.

- Requests for Accommodations

Any student, or student's parent/sponsor, who wishes to request on behalf of a student a reasonable accommodation for a student's disability (including provision of auxiliary services needed for effective communication and any reasonable modification in policies, procedures or practices), for any programs or services offered by the School, should submit a written request to the applicable Division's Coordinator of Student Health Services. Such requests will be directed to and processed under the existing IT/SPT Process.

### **Confidentiality**

Consistent with the Confidentiality-Student Information policy (5.20) MHS will protect and properly safeguard confidential information relating to MHS students. As provided by policy 5.20 MHS practice is to share confidential information on a "need to know" basis with employees and contracted staff who are responsible for that student's care in either an exigent or ongoing basis. Any employee who discloses confidential student information without proper authorization will be addressed in accordance with MHS disciplinary policy (5.16).

**Department Responsible    Executive Director, Student Support Services**

# **MHS STUDENT, APPLICANT, AND GENERAL PUBLIC NON-DISCRIMINATION AND EQUAL OPPORTUNITY POLICY**

## **Summary and Purpose**

Milton Hershey School (“MHS” or the “School”) will not tolerate any form of harassment or discrimination on the basis of race, color, religion, sex, disability or need for accommodation, association with or relationship to person with a disability, or any other class or status protected under federal, Pennsylvania, or local law (collectively “Protected Characteristics”), against any applicant for admission, enrolled student, or any other individual(s) who participate(s) in the programs, services, and activities of the School. (Employees are covered by Policy 2.05).<sup>1</sup>

This Equal Opportunity Policy (“EO Policy” or “Policy”) prohibits all forms of discrimination in all programs, services and activities of the School, including, but not limited to, admissions, academic and educational programs, other terms, conditions or privileges of education or enrollment at the School, and all activities open to the general public. This EO Policy extends to the conduct of any person, including that of all students, all persons working under the supervision of MHS (whether employees, independent contractors, or volunteers) and all other individuals who may be on campus (such as parents and sponsors, alumni, or other visitors and vendors). This EO Policy applies on campus and at all activities or programs that the School conducts or sponsors at any other location.

The following further describes discrimination prohibited under this Policy. These descriptions are by way of illustration, and are not exhaustive of the conduct prohibited by this Policy.

## **Details**

### **Harassment Based Upon Protected Characteristics is Prohibited**

- Harassment based on Protected Characteristics is a form of prohibited discrimination. Harassment often takes the form of verbal statements regarding an individual’s Protected Characteristics, such as epithets, derogatory comments or slurs, profanity, gestures, innuendo, racial jokes, or forms of address. Harassment can also take the form of other adverse conduct motivated by a person’s Protected Characteristics, such as teasing or tricks, physical abuse, or bullying. Any hostile or adverse action based on a person’s Protected Characteristics is a violation of this EO Policy.

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<sup>1</sup> Individuals protected by this policy, other than applicants and students, would include parents/sponsors and visitors touring the School or attending public events.

- Harassment based on a Protected Characteristic is debilitating to the victim and compromises the integrity and stature of the offender. Disparaging comments, inappropriate labels, epithets, stereotypes, jokes, or subtle innuendos which unfairly classify or criticize others on the basis of a Protected Characteristic are not appropriate even if they are not heard in the presence of a person whose Protected Characteristic(s) is/are the subject of the comment.
- This Policy prohibits disparate treatment or harassment of individuals based on their Protected Characteristics even if the conduct is not actionable under federal, Pennsylvania, or local law. MHS will not tolerate harassment and wants to stop such conduct before it creates a hostile environment and a violation of the law. Students, employees, and other individuals are expected to report conduct that they perceive as inappropriate as soon as it happens so that the School can take steps to prevent any further incidents.

- **Discrimination Based Upon Religion**

The principles in this Policy apply equally to the prohibition of discrimination or harassment on the basis of an applicant's or student's religion or religious practices, further covered by MHS Policy No. 5.04, *Statement of Religion*, and the Deed of Trust.

- **Sexual Harassment is Prohibited**

Gender harassment is harassment targeted at individuals because of their sex or gender, or based on sexual or gender stereotypes. Sexual harassment is a form of gender harassment that involves behavior of a sexual nature. Sexual Harassment is further addressed in MHS Policies No. 5.05 *Harassment* and No. 5.19 *Student-to-Student Sexual Harassment*. Gender harassment and sexual harassment are both strictly prohibited under this Policy.

### **Disability Discrimination is Prohibited**

- The School is committed to preventing discrimination against persons with disabilities, and complying with the federal Americans with Disabilities Act (“ADA”) and all similar Pennsylvania and local laws, as provided in and as subject to the defenses enumerated in Title III of the ADA and its implementing regulations.
- All applicants for admission and currently enrolled students with disabilities, including but not limited to those students with the human immunodeficiency virus (“HIV”), will have an equal opportunity to participate in and benefit from all goods, services, facilities, privileges, advantages, accommodations, or programs provided by or at MHS.

- The School does not discriminate against applicants or students on the basis of disability. MHS is committed to providing an environment free of discrimination for all students with disabilities, including those students with HIV. All students and staff are expected to promote and embrace a respectful school climate inclusive of students with disabilities. The School will not exclude persons with disabilities, including persons with HIV, from participation in, or deny them the benefits of, the full and equal enjoyment of its goods, services, facilities, privileges, advantages or accommodations on the basis of their disability.
- Applicants who are otherwise qualified for admission to the School will not be denied enrollment or have their enrollment discontinued solely on the basis of their disability. The fact that a child has HIV will not be a factor on which applicants, or current students, may be denied admission to or disenrolled from the School.
- Applicants and students with disabilities, who are otherwise qualified, have an equal opportunity to participate in or benefit from the goods, services, facilities, privileges, advantages, and accommodations provided by the School. Once enrolled, students with disabilities will be provided equal access to all MHS programs and services, inclusive of educational accommodations and health care.
- The School will make reasonable modifications to its policies, practices, and procedures when the modifications are necessary to afford goods, services, programs, facilities, privileges, advantages, or accommodations to all individuals with disabilities.
- The foregoing principles are subject to the recognized defenses in the ADA and its implementing regulation. For instance, MHS is not required to modify its policies, practices, or procedures, provide auxiliary aids or services, or provide other accommodations if doing so would fundamentally alter the nature of the goods, services, facilities, privileges or advantages that it provides, exceed the applicable requirements of the ADA, or restrict the right of the School to exclude an individual who poses a direct threat to the health and safety of others (as defined in the ADA and its implementing regulation). This EO Policy does not restrict the School's general policies and practices regarding the terms and conditions of admission and enrollment, its handling of medical information, or its rules governing student behavior, so long as those rules, policies, practices, and procedures are applied to all students and are consistent with federal law.
- In making all admissions and enrollment decisions (including continuing enrollment) the School will conduct an individualized assessment of whether the student is qualified and whether the applicant or student's academic, behavioral and other needs are within the scope of the School's programs and services.

## **Procedures**

- Procedure for Requests for Accommodations, Auxiliary Aids and Services or Other Modifications of Policies, Procedures or Practices.
  - MHS has comprehensive systems designed to identify the potential needs of and services for all students, including students with disabilities. Requests for modifications in policies, procedures or practices, auxiliary aids or other accommodations during the Admissions process, based on an applicant’s disability or physical or mental impairment, should be made to the Director of Admissions. Requests for accommodations in other programs or services based on an applicant’s or student’s disability or physical or mental impairment should be directed first to the Intervention Team (“IT”). Each Division’s Coordinator of Student Health Services facilitates that Division’s IT process. Admissions staff will initiate a referral to the appropriate Division’s IT for accepted applicants. The Division Coordinator of Student Health Services shall also serve as point of contact for current student modifications.
  - Requests for accommodations or modifications by or on behalf of anyone other than a student, concerning any other programs, services or activities of MHS, should be directed first to the Campus Services and Central Monitoring at 717-520-2647. Requests are to be made at least 72 hours in advance. The School will attempt to accommodate requests that are made with less notice, but certain types of requests (such as those for interpreters or accessible seating) require greater notice. Persons who do not receive a timely response, or are not satisfied with the response, should contact the Office of the President.

## **Complaints of Discrimination or Harassment**

- All matters involving sexual harassment will be handled under Policy Nos. 5.05, 5.19 and, where appropriate, 5.03 (Child/Student Abuse).
- In all other cases, a student who believes he or she has been subjected to any form of discrimination or harassment based on a Protected Characteristic, or who wishes to report alleged harassment or discrimination against other students, should contact their Principal, their Home Life Director, or the Office of General Counsel.
- Any other individual (other than a student or an employee) who believes he or she has been subjected to any form of discrimination or harassment based on a Protected Characteristic in any programs or services of MHS, or who wishes to reported alleged

harassment or discrimination against others, should contact the Office of General Counsel.

- The School will conduct a prompt and impartial investigation of all complaints of violations of this Policy. In appropriate cases, complaints may be resolved informally. When the School determines that a person has violated this Policy, the School may impose penalties up to and including expulsion of students or termination of employees who have violated this Policy. Prior to the imposition of penalties, individuals against whom complaints have been made will be provided with whatever procedures may be applicable under other policies or contracts. All members of the MHS community are expected to cooperate in such investigations. Failure to cooperate or the making of false statements or claims during such investigations may also result in disciplinary action.

**Department Responsible    Office of General Counsel**

# MANDATORY REPORTING OF CHILD ABUSE POLICY

## **Summary and Purpose**

Milton Hershey School (MHS) is committed to providing a safe, secure and nurturing environment for its students. Abuse of any child is unacceptable and will be reported in compliance with PA Child Protective Services Law (CPSL).

## **Details**

### **Definitions**

Mandatory Reporters – All MHS employees and all volunteers are mandatory reporters. In addition, contractors who have direct contact with children are also mandatory reporters.

Additional definitions are found in Appendix A.

### **Duty to Report Procedures**

All mandatory reporters shall immediately make an oral or electronic report to ChildLine when there is reasonable cause to suspect that a child is a victim of child abuse. A report can be made by (1) calling PA ChildLine at 1-800-932-0313 and submitting a CY-47 (Report of Suspected Child Abuse) form OR (2) making an electronic report at [www.compass.state.pa.us/cwis](http://www.compass.state.pa.us/cwis). If making an electronic report, no additional CY-47 (Report of Suspected Child Abuse) is needed. All suspected abuse is to be reported immediately regardless of circumstance in accordance with Pennsylvania law. When an oral report is made directly to ChildLine, the mandated reporter shall complete and forward a CY-47 (Report of Suspected Child Abuse) form within 48 hours to the Children and Youth Services agency for the county or state in which the abuse occurred.

For both electronic and oral reports a copy of the CY-47 (Report of Suspected Child Abuse) form shall also be sent by email to [MHS-SafeChild@mhs-pa.org](mailto:MHS-SafeChild@mhs-pa.org) or inter-office mail to MHS-SafeChild, mail code LEGAL at the time of completion.

Mandatory reporters shall immediately notify their direct supervisor and the School's Designee (717-520-2775) that an oral or electronic report of suspected abuse has been made. Supervisors must ensure that the employee's report has been received by the School.

If the alleged perpetrator is a current or former School employee, contractor, volunteer or student, the Mandatory Reporter must also immediately call the Director of Psychological Services and Training regarding sexual abuse or boundaries issues or Senior Director of Home Life Programs and Student Safety regarding physical abuse in addition to contacting ChildLine.

Any Mandatory Reporter who willfully fails to make a report of suspected child abuse commits a crime and is subject to penalties. The Mandatory Reporter may also be subject to disciplinary action up to and including termination.

### **Confidentiality**

Information contained in a report of suspected child abuse and the identity of the Mandatory Reporter who makes a report of suspected child abuse must remain confidential. Mandatory Reporters making a report of child abuse shall not reveal the existence or content of the report to any other person, including the alleged perpetrator accused of child abuse, unless required by MHS policy to do so. Further, any other individual coming into possession of information regarding a report of child abuse shall not reveal the existence or content of the report or information to any other person, including the alleged perpetrator. Failure to comply with the confidentiality provisions of this policy shall be considered an act of willful misconduct, and individuals not in compliance with the confidentiality provisions of this policy may be subject to disciplinary action up to and including termination.

### **Training**

In accordance with Title 23, Chapter 63, Domestic Relations, and the Pennsylvania Public School Code of 1949, Mandatory Reporters will be required to take training and annual reviews on abuse reporting obligations, as well as effective, acceptable means of interacting with students training. Once every five years all Mandatory Reporters will be required to receive the required training in its entirety. Additionally, in accordance with Title 23, Chapter 63, Domestic Relations, all health-related licensed professionals must receive two hours of child abuse training during each two-year renewal period. The content of this training will cover recognition of signs of child abuse, reporting requirements and the MHS policy. The content of this training will cover recognition of signs of child abuse, reporting requirements and the MHS policy.



## **APPENDIX A - MANDATORY REPORTING OF CHILD ABUSE POLICY**

### **Definitions**

School Employee – An individual on the MHS employee payroll. The term includes all classifications of employment covered by Policy 3.01 Classifications of Employment, including MHS student employees.

Volunteer – An individual not an employee or contractor who has direct contact with children through any program, activity or service sponsored by MHS.

Contractor – An individual who is employed by him/herself or another to provide compensated services to the MHS and in such a capacity may have direct contact with MHS children.

Child – A child is an individual under 18 years of age.

Perpetrator – a person who has committed child abuse. The term includes only the following:

- A parent of the child
- A spouse or former spouse of the child's parent.
- A paramour or former paramour of the child's parent.
- A person 14 years of age or older and responsible for the child's welfare.
- An individual 14 years of age or older who resides in the same home as the child.
- An individual 18 years of age or older who does not reside in the same home as the child but is related by birth or adoption to the child.

Perpetrator for failing to act – The term includes only the following:

- A parent of the child
- A spouse or former spouse of the child's parent.
- A paramour or former paramour of the child's parent.
- A person 18 years of age or older and responsible for the child's welfare.
- A person 18 years of age or older who resides in the same home as the child.

Direct Contact with children – The care, supervision, guidance or control of children or routine interaction with children.

Child Abuse –The term "child abuse" shall mean intentionally, knowingly or recklessly doing any of the following:

- (1) Causing bodily injury to a child through any recent act or failure to act.
- (2) Fabricating, feigning or intentionally exaggerating or inducing a medical symptom or disease which results in a potentially harmful medical evaluation or treatment to the child through any recent act.
- (3) Causing or substantially contributing to serious mental injury to a child through any act or failure to act or a series of such acts or failures to act.
- (4) Causing sexual abuse or exploitation of a child through any act or failure to act.

- (5) Creating a reasonable likelihood of bodily injury to a child through any recent act or failure to act.
- (6) Creating a likelihood of sexual abuse or exploitation of a child through any recent act or failure to act.
- (7) Causing serious physical neglect of a child.
- (8) Engaging in any of the following recent acts:
  - (i) Kicking, biting, throwing, burning, stabbing or cutting a child in a manner that endangers the child.
  - (ii) Unreasonably restraining or confining a child, based on consideration of the method, location or the duration of the restraint or confinement.
  - (iii) Forcefully shaking a child under one year of age.
  - (iv) Forcefully slapping or otherwise striking a child under one year of age.
  - (v) Interfering with the breathing of a child.
  - (vi) Causing a child to be present at a location while a violation of 18 Pa.C.S. § 7508.2 (relating to operation of methamphetamine laboratory) is occurring, provided that the violation is being investigated by law enforcement.
  - (vii) Leaving a child unsupervised with an individual, other than the child's parent, who the actor knows or reasonably should have known:
    - (A) Is required to register as a Tier II or Tier III sexual offender under 42 Pa.C.S. Ch. 97 Subch. H (relating to registration of sexual offenders), where the victim of the sexual offense was under 18 years of age when the crime was committed.
    - (B) Has been determined to be a sexually violent predator under 42 Pa.C.S. § 9799.24 (relating to assessments) or any of its predecessors.
    - (C) Has been determined to be a sexually violent delinquent child as defined in 42 Pa.C.S. § 9799.12 (relating to definitions).
- (9) Causing the death of the child through any act or failure to act.

# MILTON HERSHEY SCHOOL®

Questions?  
Contact Family Relations at

**1-800-283-0001**

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