

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

CONTENTS

FREQUENTLY ASKED QUESTIONS.....	3
HELPFUL HINTS FOR PARENTS/SPONSORS	5
OFFICE AND CONTACT NUMBERS.....	6
PARENT/SPONSOR EXPECTATIONS AND RELATIONSHIPS	9
PROCEDURES FOR REQUESTING EXCUSED ABSENCE.....	11
ATTENDANCE POLICY	12
VISITATION POLICY	15
MHS 4-WEEK ADJUSTMENT GUIDE	21
CLOTHING POLICY.....	22
STUDENT HAIR CARE POLICY	24
STUDENT ACCEPTABLE USE OF TECHNOLOGY SYSTEMS POLICY	27
PERSONAL AND PROHIBITED ITEMS POLICY.....	31
CELL PHONE PERMISSION & AUTHORIZATION FORM.....	32
UNIFORM DISCIPLINE POLICY	33
STUDENT CRIMES – REPORTS TO LAW ENFORCEMENT	36
STUDENT PERFORMANCE AND PRIVILEGES	38
INTERPERSONAL RELATIONSHIPS	39
STUDENT HEALTH SERVICES	40
RELIGIOUS PROGRAMS	51
THE COMPASS PROJECT CHARACTER AND LEADERSHIP PROJECT.....	54
INTERNATIONAL TRAVEL PROGRAM.....	55
GRADUATE PROGRAMS FOR SUCCESS	56
SENIOR DIVISION SCHOLASTIC PROGRAM.....	57
MIDDLE DIVISION SCHOLASTIC PROGRAM.....	60
ELEMENTARY DIVISION SCHOLASTIC PROGRAM	62
SUPPLEMENTAL ACADEMIC PROGRAMS	65

YEAR-ROUND EXPERIENCES	68
CONFLICT RESOLUTION PROCESS FOR STUDENTS AND PARENTS/SPONSORS.....	69
ADA ACCOMMODATION PROCEDURES FOR APPLICANTS AND STUDENTS	71
MHS STUDENT, APPLICANT, AND GENERAL PUBLIC NON-DISCRIMINATION AND EQUAL OPPORTUNITY POLICY.....	75
MANDATORY REPORTING OF CHILD ABUSE POLICY	79
APPENDIX A - MANDATORY REPORTING OF CHILD ABUSE POLICY	81
ANTI-HAZING POLICY	83
CHARTER BUS GUIDELINES AND INFORMATION.....	84

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. Senior Division students along with 8th graders in the last marking period 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 Experiences 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 PM 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 AM 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 PM to avoid the use of one of their five overnight weekends.

- Parents/sponsors or approved visitors who began visitation on Friday at 4:00 PM 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

Fonati Abrokwa, Home Life Administrator

Tanya Alfonso, Interim Home Life Administrator

Scott Fasick, Home Life Administrator

Myron McCurdy, Home Life Administrator

Ododo Walsh, 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, Assistant Principal

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

D. J. Hedrick, Director of Home Life

Lawrence Gaston, Associate Director of Home Life

Allen Brown, Interim Home Life Administrator

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
David Curry, Director 717-520-2988

HOME LIFE..... 717-520-2901
Sharon Hufford, Director of Home Life
Melissa Weldon, Associate Director for Senior Division Home Life
Laura Perales, Associate Director, Transitional Living
Brandon Mason, Home Life Administrator
Randolph Menefee, Home Life Administrator
Tom Barkdoll, Home Life Administrator
John Forry, Interim Home Life Administrator
Mike Randolph, Home Life Administrator
Kelly Rusenko, Home Life Administrator

STUDENT HEALTH SERVICES 717-520-2267
Cindy Kelly, Coordinator of Student Health Services
Sonnya Nieves, School Social Worker

GRADUATE PROGRAMS FOR SUCCESS DIVISION

DIVISION LEADERSHIP..... 717-520-3090
Tanya Baynham, Senior Director
Ken Brown, CES Coordinator

OTHER AREAS AND CONTACTS

Athletics & Intramurals.....717-520-2808
Campus Services & Central Monitoring.....717-520-2647
Dental Clinics
 Copenhaver Center.....717-520-2701
 Catherine Hall717-520-2747
 Memorial Hall.....717-520-2505
Health Center717-520-2180
Religious Programs.....717-520-2050
Visual and Performing Arts717-520-2083
Year-Round Experiences (YRE).....717-520-2993

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 SAFETY717-520-2603 / 2060

- Tim Wasielewski, Senior Director
- Mike Grimm, Associate Director Home Life Training & Orientation
- Kathy Hoch, Administrative Assistant
- Wanda Hurst, Administrative Assistant
- 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
- Breaks 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 (students in grade 8 in last marking period through grade 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

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>Category One 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>Category Two 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>Category Three 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 MUST 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

I. Policy Statement

It is the policy of Milton Hershey School (MHS) to support active, ongoing visitation between MHS students and their parents/sponsors, families, full and part-time staff, and other authorized visitors through properly pre-arranged visitations.

II. Definitions

A. Authorized Visitor

- An individual (at least 21 years old) that is given written approval by parent/sponsor to be permitted to visit with their child/student.
- Siblings under the age of 21 with a valid driver's license, may be considered an authorized visitor as long as they are not currently enrolled at MHS
- Natural or adoptive parents may be considered an authorized visitor unless restricted by a court order
- Parents/sponsors will not be considered an authorized visitor of other MHS students unless otherwise approved by the Home Life Director
- All MHS full-time and part-time staff are considered authorized visitors as a privilege of their employment and condition of student enrollment. Staff-Student visitation is defined as visitation by an authorized visitor

B. Visitation Roster

- Roster of authorized visitors approved by parent/sponsor and Home Life Administration
- No more than five (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/Home Life staff will review the student visitation rosters on a yearly basis with parents/sponsors and update accordingly to include accurate contact information, etc.

C. Student Visitation Register

- Document stored in the student home that is required for authorized visitors to sign-out/sign-in students upon departing/returning from visitation

D. Feith Visitation System

- Electronic MHS database used to store authorized visitors
- This system is required to be utilized when MHS staff request visitation with students

E. Day Visit

- Approved time period beginning and ending on the same day where authorized visitors' sign-out/sign-in students upon departing from and returning to the student home

- F. Overnight Weekend Visitation
 - Any time a student spends the night away from the student home for the purpose of visiting with parents/sponsors, other authorized visitors, including MHS staff
- G. Good Standing
 - Student is academically eligible and making satisfactory progress
 - Student is not serving student home detentions
- H. Off-campus / Non-program related Staff-Student Visitation
 - Staff-Student Visitation that requires approval through the electronic Feith system
 - Staff-Student Visitation occurring off-campus and is not designated as an official MHS Program or Event
- I. On-campus / Program related Staff-Student Activity
 - Not visitation but Step-up Mentoring Opportunities between students and staff
 - Staff-Student Activity occurring on the MHS Campus
 - Requires approval through the electronic Feith system
- J. Student Health Information Card
 - Form required to be completed by Houseparent/TL Staff
 - For Students with required medication or condition requiring precautionary medication

III. Approved Visitation Times

- A. Elementary Division
 - Saturday 10:00 AM – 9:00 PM
 - Sunday 10:00 AM – 5:00 PM
- B. Middle Division
 - Saturday 10:00 AM – 9:30 PM
 - Sunday 10:00 AM – 5:00 PM
- C. Senior Division and Transitional Living Program
 - Saturday 10:00 AM – 10:00 PM
 - Sunday 10:00 AM – 5:00 PM

IV. Procedures for Parent/Sponsor to Obtain Visitation Authorization

- A. Parent/sponsor completes the Visitor Authorization Form
- B. Parent/sponsor returns the Visitor Authorization form to the Houseparents/Home Life staff
- C. Houseparents/Home Life staff review the form for completeness and forward to the Home Life Administrator for final approval
 - Authorization of visitors will be based on present knowledge and information provided by the parent/sponsor at the time of the request
 - 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

- Authorized visitors are subject to having visitations rights revoked if they place a student's or staff's well-being at risk or fail to adhere to the rules of the policy
- D. Upon review and endorsement, the Home Life Administrator will send a verification letter of approved request, with a Visitation Policy brochure, to the authorized visitor and the Houseparents/Home Life staff
 - E. Houseparents/Home Life staff add the authorized visitor name to the Visitation Roster. Changes and adjustments may be made to the original visitation roster reflecting recent approval
 - F. 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

V. Visitation Expectations & Responsibilities for Authorized Visitors, MHS Staff, & Students

General Guidelines for All Visitation & Visitors

- A. Only authorized visitors are permitted to pick-up and return students
- B. Students are required to be picked up and returned from visitation by the same approved visitor who signed the student out for visitation
- C. Parents/sponsors/Authorized Visitors need to be sensitive to student home schedules and plan visitation in conjunction with the Houseparents/Home Life staff in advance
- D. Students must be in good standing in order to visit with anyone other than their parent/sponsor
- E. All student responsibilities to the student home, health services, scholastic, extra-curricular, etc., must be met before visitation begins
- F. Visitation requests should be received at least two (2) days in advance. MHS staff may approve special circumstances with a 24-hour notice
- G. Once students leave the student home for visitation, authorized visitors assume full responsibility for the welfare and safety of the students during the time of visitation. In the event of a life threatening emergency, 911 should be notified first, and then the student's Houseparents or TL staff, or the MHS Campus Services & Central Monitoring
- H. All visitors must enter the student home to sign the student's visitation register and document the time the student is leaving campus
- I. At the time of the visitation, Houseparents/TL staff are responsible for providing the Student Health Information Card for Visitors which needs to be provided or administered while student is on visitation. (see Appendix)
- J. At the conclusion of the visitation, all visitors are required to enter the student home to sign the visiting register and document the time the student returns to the student home.
- K. Any school issued items, medications, glasses, braces, etc., which were sent with the student, are to be returned with the student
- L. In the event any health care is provided to the student while the student is off-campus, this must be reported to the Houseparents/Home Life staff. Medical documentation

should be given to the Houseparents/Home Life staff to be forwarded to Health Services.

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

Staff-Student Visitation Guidelines

- A. **“Rule of Three”** applies there must always be at least three people present (ex. two staff members and one student, or one staff member and two students)
- B. MHS staff are required to submit an electronic [Feith Visitation request](#) properly indicating date, time, and description of adherence to the “rule of three”, even if they are an approved visitor appearing on the visitation roster of a specific student
- C. 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 concerns to have visitation from staff
- D. MHS staff are required to adhere to Staff/Student Visitation Guidelines, and guidelines for [Maintaining Staff/Student Boundaries](#) found on the MHS Intranet
- E. If the Houseparent/Home Life staff has never met the approved visitor, the visitor should be prepared to present their driver’s license to confirm ID

Staff-Student On-Campus Activity

- A. Not visitation
- B. On-Campus events with students and staff to support Step-up and Mentoring opportunities
- C. MHS Staff must contact the Student’s Houseparents or TL Staff and receive approval and fill out the appropriate Feith Request.

VI. Overnight Weekend Visitation Expectations and Responsibilities

- A. Parents/sponsors must authorize all overnight weekend visits including during Breaks
- B. Only individuals on the Visitation Roster are eligible for overnight visitation with a student
- C. Students are permitted five (5) overnight weekend visits during the school year (September thru May); overnight visitation is not permitted over Labor Day weekend
- D. Special School wide events may occur throughout the year that are important for all students to attend; these dates will be communicated in advance and may prohibit visitation from occurring on designated weekends
- E. Students are permitted to leave campus for overnight weekend visits beginning at 4:00 PM 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 PM Monday evening
- F. Parent/sponsor completes the Request for Overnight Weekend Visitation form that is located in the back of the MHS Community Calendar

- G. Parents/sponsors and authorized visitors are strongly encouraged to return the Request for Overnight Weekend Visitation form to the Houseparents/Home Life staff no later than five (5) working days prior to the planned weekend overnight visit
- H. If the overnight visit takes place without the appropriate request, the overnight may be considered an unexcused absence and may result in the loss of an overnight weekend
- I. Houseparents/Home Life staff receive and approve the overnight visitation. The form will then be placed in the student home files
- J. On Family Weekends, student visitation may begin on Friday at 4 PM , and Saturday or Sunday at 8:00 AM Parents/sponsors and/or their designated authorized visitors may take the student for day visits or overnight visitation without one of the five overnight visits being used, if the following conditions occur:
 - Parent/sponsor and/or designated authorized visitor has completed the Passport requirements
 - Students who are out visiting must return on time (5 PM) and attend Chapel on Sunday, being seated at least 10 minutes prior to the beginning of the service
- K. Any overnight visitation except during breaks, with MHS staff will count towards the student's five (5) allowed weekend visits and must be submitted electronically in Feith.
- L. MHS requires the parent/sponsor to approve all overnight weekend visitations for staff members. Overnight visitations may only take place with those approved individuals on the student's visitation roster. The process for overnight weekend visitation approval is as follows:
 - **STEP 1:** Parent/Sponsor completes and signs a Request for Overnight Weekend Visitation form which includes details, such as mode of transportation, adult responsible, if other than parent/sponsor, when the student will be leaving and when the student will return. When the overnight weekend visitation is requested by a staff member, a written invitation by the staff member requesting the overnight weekend visitation must be sent to the Houseparents/HLA
 - **STEP 2:** The Request for Overnight Visitation form must be returned to the student's Houseparents/Home Life staff a minimum of five days prior to the overnight weekend visit, unless otherwise approved by the HLA
- M. MHS staff requesting overnight student visitation during Break periods for students who do not go home but remain on campus must follow the existing overnight visitation guidelines, and be approved by the parent/sponsor

VII. Visitation & Student Discipline; Special Circumstances & Exceptions

- A. 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
- B. 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 or other designated intervention during that specified break. Participation will be mandatory and, once completed, the student will have satisfactorily served the Detention Period
- C. 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
 - D. 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
 - E. Students may be released from detention periods early, to begin visitation or break periods, only with the approval of the assigned Home Life Administrator due to extenuating circumstances

VIII. Summer School, Behavioral Intercession, and Student Home Vacations

- A. Students required to attend summer school or any other scholastic remediation programs will not be permitted an overnight weekend visitation until the completion of the first week of programming
- B. 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
- C. Behavioral Intercession students are required to attend and will not be permitted visitation during this time

Department Responsible Home Life

MHS 4-WEEK ADJUSTMENT GUIDE

I. Procedure Statement

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

II. Details

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 Adjustment Guide 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.
- Houseparents will contact parents/sponsors of all newly enrolled students on at least a bi-weekly basis unless otherwise determined that additional contact is needed for the well-being of the student.
- 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. In addition, student hair, grooming, and appearance standards (jewelry and make-up) are based on the home or TL facility (male or female) to which the students are assigned, and are to be followed in accordance with the Consistent Expectations document for each division.

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 and 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/cliq̄ue-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:
 - 1” – 4” blades based on hair type.
- Any type of braided hair styles, dreadlocks, 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
- Any student receiving medical treatment for scalp conditions, i.e. head lice, etc., will need to have medical clearance prior to receiving services from Spartan Styles.

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 SYSTEMS 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 and unacceptable use of these technology resources by MHS students.

Additionally, when students are permitted the use of personal devices such as mobile devices like cell phones the acceptable use as a student on and off-campus will be included in this Policy.

II. Definitions

School – MHS

E-mail – 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, E-mail, 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 web log or blog, journal or diary, personal web site, 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 contacts of students.

- C. Information Technologies (IT) utilizes an internet content filtering system in an effort to block inappropriate content from being viewed and downloaded.

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 e-mail outside the normal school day to communicate with parents/sponsors, peers, teachers, coaches, advisors, and family members.
- Students who are issued laptops may use them when instructed to do so by the teacher and during the lunch period after all food and drinks have been removed from the table.
- Students may only use 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, including personal computing devices students will:

- Only utilize the Student Technology Systems and computer systems for which they have been authorized to use.
- Use only Technology System credentials (User IDs and passwords) that are specifically assigned to them.
- Respect the privacy and integrity of other students' e-mail accounts and student server folders.
- Be responsible for their e-mail 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 administration.
- Log off the computer when finished using it.

V. Unacceptable Use of Student Technology Systems

- A. Student's may NOT:

- Possess or use any electronic device except as stated above or that 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 owned 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, experiment 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 the 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.
- Students may not 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 e-mail to entire groups, such as: “all school” and “all students” without the approval of a school principal.
- 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 in High School are permitted with permission and authorization, in good standing both academically and behaviorally, to possess cell phones.
- B. Students in High School are required to have a cell phone permission and authorization form signed and on file prior to receiving permission to possess the cell phone.
- C. PCDs are only to be used on the MHS wireless network (not on the wired network).
- D. 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.
- E. Students may only join the MHS wireless network using their own PCD and their own MHS network credentials.

- F. Students may not utilize any “guest” wireless networks which are specifically for guests of the School.
- G. 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.
- H. 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.
- I. 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 based upon Divisional consistent expectations, may use social media for school and personal reasons within the guidelines set forth below.
- B. Post only appropriate content. Some content is always inappropriate. Prohibited inappropriate postings include racial or ethnic slurs, pornography or obscenity, intimidating or discriminatory remarks, harassment, bullying or threats of violence, and similar inappropriate or unlawful conduct. Examples of such conduct include malicious or offensive posts meant to intentionally harm someone’s reputation or posts that could contribute to a hostile school environment.
- C. Students may not create digital video recordings of MHS community members either on campus or at off-campus MHS events for online publication or distribution.

VIII. Disciplinary Action

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

Additionally, misuse of MHS Technology systems and or Personal Computing Devices including Cell Phones and Smart Phones which are criminal incidents will be referred to the appropriate Law Enforcement Agency as per the School’s Memorandum of Understanding.

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 (9th thru 12th 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

CELL PHONE PERMISSION & AUTHORIZATION FORM

In an attempt to provide students with a “normalized” experience, High School students will be permitted to possess a cell phone. Cell phones are governed by MHS Acceptable Use Policy and an accurate record of all cell phone numbers will be kept on file with the Houseparents, TL staff and Home Life

I, (Sponsor Name) , grant (Student Name) permission to possess a cell phone while enrolled as a student at MHS. Possession of a cell phone is a privilege, not a right. I fully understand my student’s cell phone may be taken anytime due to a violation of the Acceptable Use Policy. Additionally, any unlawful use of a cell phone device for incidents such as cyber-bulling or sexting may result in the device being turned over to the appropriate Law Enforcement Officials. Additionally, I understand and give permission to any Home Life Administrator to review the contents of the device during an investigation and or to ensure compliance of the Acceptable Use Policy. Our signatures acknowledge that my sponsor and I are accepting responsibility for the payment of all cell phone bills, and equipment maintenance and compliance with the Acceptable Use Policy.

Cell phone #:

Password (if pattern draw pattern):

Serial Number:

Color:

Make and Model:

_____, _____ Date: _____
Sponsor Name (PRINT) Sponsor Signature

_____, _____ Date: _____
Student Name (PRINT) Student Signature

_____, _____ Date: _____
Houseparent/TL Staff (PRINT) Houseparent/TL Staff Signature

_____, _____ Date: _____
Home Life Administrator (PRINT) Home Life Administrator Signature

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):

- 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

* This is not a complete list of infractions.

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
- 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 Milton Hershey School. Some of these behaviors include, but are not limited to, the behaviors listed below. These are examples of Level V behaviors and place the safety and well-being of students and adults in unacceptable jeopardy. When a student, who has demonstrated a Level V behavior is terminated, the School will continue to assist families of origin in transitioning the student out of Milton Hershey School and locating services within the student's home community.

* This is not a complete list of infractions.

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 infractions, including, but not limited to:

- **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.
- **Threatening Behavior**
Threat of substantial behavior that would endanger the safety of property or others.

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.
- Dating is allowed for only Senior Division students who are 15 years of age or older.
- 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 Experiences (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 (Division): 717-520-2503

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

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

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 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 custody orders including child welfare directives, protection from abuse orders and other 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 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 to 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 the student's community when needed. Social Workers provide consultation with staff and parent/sponsor, houseparent training, Healthy Lifestyle and classroom presentations.

Primary 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

Drug and Alcohol Services

Summary and Purpose

To provide Drug and Alcohol related services to the students and consultation with 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. Students can make a self-referral for drug and alcohol services. Staff refer students for drug- and alcohol-related services.

Primary contact:

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

For questions or concerns related to health service delivery at MHS, contact the Division Coordinator:

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

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, 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 as a result of pain or pathology) are rendered by local community partners based on emergent or individual treatment need.

Students are routinely screened in 11th grade to determine the need for wisdom teeth extractions. During the spring of the student's 11th 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. 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 to severe functional dental problem involving their jaw(s) and/or teeth. This determination is made by our Orthodontist 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 8th 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: 717-520-2701

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

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:

Jamie Byerly, 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. The mission of the Registered Dietitians/Nutritionists at MHS is to improve the health and well-being of all students.

Details

To ensure that all MHS students are adequately nourished, the School employs three part-time Nutritionists. They provide nutrition assessments, recommendations, and counseling to select students. Common reasons for a student to meet with a nutritionist include: anemia, food allergies/intolerances, picky eater/overall nutrition, high cholesterol, high blood pressure, proper hydration, sports nutrition, vegetarianism, and weight management.

The Nutritionists also provide food, nutrition, and healthy lifestyle education to students, staff and sponsors. Examples include presentations, student homes visits and nutrition displays.

The Nutritionists partner with Food Services to promote menu plans and food selection that provides a variety of nutrients. They provide nutrient analysis for recipes.

The Nutritionists are members of the school-wide and divisional Health and Wellness committees. They offer science-based recommendations related to food and nutrition. They support the MHS Health and Wellness Initiative which addresses: physical activity, screen time, nutrition, hydration, and sleep.

Sponsor Support

There are many ways parents/sponsors can support students in following the Health and Wellness Initiative. Some suggestions include: providing opportunities to be active over breaks; offering milk and water to drink; limiting sugar sweetened beverages such as soda, sweet tea, and Kool aid; sending alternatives to food or snacks in care packages from home such as stickers, stationary, hair accessories, or small toys.

Referral Process

Students are most often referred to see the Nutritionist by physicians, nurses, or house parents. Students can also make a self-referral by asking their house parents to contact the Nutritionist.

Primary Contacts:

Elementary and Middle Divisions: Heather Tressler, MEd, RD, LDN, MCHES

Senior Division: Joan Sather, MPH, RD, LDN and Roberta Tripp MS, RD, LDN

Office phone: 717-520-2194

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, ADHD and transition evaluations for postsecondary 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:

Jamie Byerly, 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 any 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 AM to 10:00 AM. 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 from 8:45 AM until 9:45 AM. 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 of 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



2020 VISION



THE COMPASS PROJECT

More than 100 years ago, Milton and Catherine Hershey generously created a home and school in order to improve the lives of thousands of children. The Compass Project is the key focus of their vision because it emphasizes Milton Hershey School's four Sacred Values (*Commitment to Mission, Integrity, Positive Spirit, and Mutual Respect*). Milton and Catherine's legacy of cultivating students' strength of character helps them reach their fullest potential.

The Compass Project's whole-child approach is designed to equip students of all grade levels with the tools they need to become caring and compassionate individuals. This approach will prepare students to reach their greatest leadership potential by developing skills and understanding in four distinct areas:



Social and Emotional Learning (SEL) is the foundation of The Compass Project because its curriculum is strengths-based, values-driven, and experiential, and integrates all aspects of student life at MHS. It is taught through monthly lessons in the student home by houseparents, as well as in-classroom lessons supported by our scholastic team of teachers. The SEL curriculum promotes self-discovery, personal responsibility, and learning inside and outside the classroom.



Spiritual Development provides students with the capacity to develop relationships beyond themselves at a spiritual level. Students are able to grow personally by reflecting on their beliefs through chapel, youth groups, conferences, and after-school programs. In doing so, they can develop a sense of hope and positivity and better cope with hardship.



Physical Health and Wellness educates students about how they can maintain their personal health and physical well-being in order to live long, happy, and healthy lives. This includes forming healthy eating and exercise habits and reducing screen time, as well as setting goals to get better rest and remain properly hydrated.



Character and Leadership experiences help students build strong mental and ethical traits and leadership qualities that will serve them throughout their lives. In-classroom leadership lessons are supported by our Legacy to Lead Series and Capstone courses. Students are encouraged to exercise these qualities in the classroom and through extracurricular activities including student government, scouting, athletics, visual and performing arts, and service learning.

The Compass Project positively shapes students' journeys through life and helps them discover their strengths, passions, and talents so they can apply them to their careers, family, and communities and live fulfilling and productive lives—just as Milton and Catherine Hershey envisioned.

Department Responsible Home Life Programs and Student Life Safety

INTERNATIONAL TRAVEL PROGRAM

Milton Hershey School students have the opportunity to travel abroad during their 9th through 12th grade years. Our International Travel Program provides opportunities for students to investigate global issues and gain cultural appreciation. The goal of the program is to help students become global citizens as they embrace the challenges of the 21st Century. Previous trips were to Europe, Central America, and Africa.



Students are able to apply for international trips throughout the school year. The application process includes attending an Interest Meeting, expressing interest in writing, an interview, review of academic and behavior records, and successful completion of all required paperwork. Any student interested in traveling with MHS must get sponsor approval before applying.

Once students are selected, they are required to participate in learning activities related to the country of destination. Upon their return, students are expected to use their new experience and worldview to be active citizens to improve their community at home and school.

Department Responsible Curriculum & Instruction

GRADUATE PROGRAMS FOR SUCCESS

Summary and Purpose

To help students overcome uncertainty and persistently navigate each step on their paths to success, MHS developed the Graduate Program for Success (GPS) Division to enhance the school's individualized support for students in grades 8 through 12, as well as for graduates who are entering college, technical programs, the workforce, or the military. Remember, success comes in all shapes and forms. Our goal is to appropriately match your child to their ideal postsecondary career and then find them the right education or training to make that dream come true.

MHS career counselors support eighth-graders throughout their transition to high school by answering questions about classes, planning a job shadow program, and offering academic mini-courses on topics like study skills, test-taking strategies, and more. In high school, career counselors and teachers work together to guide students as they hone their strengths, choose an appropriate course load, write resumes, apply to colleges or interview for jobs, and learn about in-demand career fields. Students utilize the online Naviance program to keep track of their success when it comes to honing their postgraduate plans. In addition to utilizing Naviance, students also obtain rigorous curriculum in their 10th grade Legacy to Lead course as well as the 12th grade Capstone course. These course offerings are designed to assist students in becoming college and career ready!

Following graduation, young alumni are paired with MHS transition specialists who serve as their postgraduate support system. Transition specialists follow a tiered model to determine the level of support a student needs, which may include monthly text messages, personal phone calls, weekly check-ins or on-campus visits. They also answer financial aid questions and help graduates overcome difficulties without feeling alone. Not only do we offer support for college students, but also students who choose to enter the workforce or military. There are plenty of jobs out there that offer strong wages and salaries. If your child needs help finding a job, we're there to assist with that as well!

To provide comprehensive support throughout each transition, the GPS Division is strengthening the connection between MHS and select colleges, universities and technical schools. Transition Specialists meet with school representatives and form direct lines of communication about collaborative ways to support MHS graduates. If your child chooses to attend postsecondary education, we highly recommend sending them to a partner school that works closely with MHS.

In addition to selecting an appropriately-matched postgraduate plan, MHS also offers students a Continuing Education Scholarship. It is important to keep track of your student's GPA, SAT scores, as well as their behavioral progress to make sure they are on track for fulfilling their postgraduate plans. If you have questions regarding their progress, please do not hesitate in reaching out to their College and Career Counselor for guidance and support. Every fall a report will be sent to sponsors providing updates regarding their child's postgraduate plan progress.

Department Responsible Graduate Programs for Success (GPS)

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		
		Total Required Credits	28

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 Driver's License in order to graduate from MHS.

9th Grade = 5 credits earned in order to be promoted to 10th Grade
10th Grade = 13 credits earned in order to be promoted to 11th Grade
11th Grade = 20 credits earned in order to be promoted to 12th 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 most often take place after school. 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 11th 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 postsecondary 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) could 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. The only exception to this is any student who has an effort grade for all of their classes above a 3.0 will remain on the “warning list” until their grades improve or their effort average falls below 3.0 at which time, they will become ineligible. 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 assessments, 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 5th through 8th grade. In 6th through 8th grades, students rotate amongst five core classes: English, social studies, science, reading, and mathematics. Our 5th graders attend three core classes daily and that includes: language arts, math and science/social studies. In addition to the core classes, students also have exploratory courses. Exploratory courses are taught to all 5th through 8th students and 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 three 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 classwork. Achievement grades are reported by numerical percentages and Effort and Conduct Grades are reported in an alpha format.

Grades

Grading Scales

Achievement	Effort	Conduct
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

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. Smaller 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. For instance, if your child's achievement data is below grade level, we will ask that students remain for summer school to catch up on the skills they need to be successful. In addition, students who fail a core class will be asked to remain back for summer school. 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 break.

The Pennsylvania State Standards guide our curriculum. By taking the PSSA's (Pennsylvania State Standardized Assessment) and the Algebra I Keystone Exam for 8th 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 Scholastic Program within the Elementary Division is committed to student growth in a caring environment. Memorial Hall is the elementary school for students Pre-Kindergarten through 4th grade. 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, leadership skills, and social-emotional learning skills. The emphases on appropriate behavior and social skills are a strong component of the school day. Academic rigor is important for growth, and academic support is provided for identified students through tutoring, a mandatory summer Jump Start Program, and Learning Assistance Program.

Details

Grading and Report Cards

Students in the Elementary Division receive a standards-based report card quarterly which reflects their academic progress. Standards-based report cards allow parents/sponsors to receive feedback about their students' academic achievement, as well as more specific feedback on academic standards assessed during each marking period. 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 earned each marking period. Students earn Distinguished Honor Roll with a 3.8 – 4.0 average in academic achievement grades for all subjects. Honor Roll is earned by students who have a 3.4 – 3.79 average in academic achievement grades for all subjects. 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 can earn 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 basics of shapes, form, color, texture, and art history. Artwork is always seen displayed throughout our building.

Our students begin instruction with technology as early as Pre-Kindergarten. Along with basic computer skills, the school is moving to 1:1 technology with iPads for student use. Students in 1st through 4th grades receive instruction in the Technology Innovation Lab. The importance of 21st-Century skills, and the ability to think critically, are the basis of our Technology Innovation Lab. Students are instructed in technology using STEAM activities, Design Thinking, coding, and

various hands-on activities such as robotics and LEGOS. Students are instructed in how to think critically to solve problems, gain empathy, design solutions, and provide feedback to fellow students for improvement to their solutions. In addition, instruction in digital citizenship and keyboarding skills is provided.

Science instruction is provided to all 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 4th grade are able to play a band instrument and are given individual or small group lessons. Students as young as 2nd grade are able to take piano lessons.

The Learning to Lead class for students in 1st through 4th grades is the beginning level instruction in MHS history, character, and leadership development. Students are instructed in the rich history and legacy along with the character traits that made Mr. Hershey successful. Special attention is given to understanding the meaning and purpose of our school pledge and Alma Mater. Additionally, students are provided instruction in age appropriate social skills and leadership development using a research-based curriculum.

Co-Curricular Activities

There are many opportunities provided by the scholastic faculty for our students. Students in 3rd and 4th grades can participate in chorus. Students in 4th grade can also participate in drama, stage crew, and band. In addition, students in 1st through 4th grades can participate in dance instruction.

Assessments

DIBELS NEXT – Dynamic Indicators of Basic Early Literacy Skills (DIBELS) is administered to all students in Kindergarten through 4th 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 is a state assessment administered each spring to students in 3rd and 4th grades in Memorial Hall. This is an annual exam designed to measure a student’s attainment of academic standards in the subject areas of math and reading. Fourth grade 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 parents/sponsors when they are received from the state in June and again in the fall of the following year.

iReady – iReady assessments are adaptive achievement tests in mathematics and reading that are taken on a computer by all Kindergarten through 4th grade 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/or 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, tutoring is usually initiated by the teacher or 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 the student in areas of the content not yet mastered in class but tested on the PSSA tests.

Summer School

Senior Division (Summer break, weeks 4, 5 and 6)

- 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 (Summer break, weeks 4, 5 and 6)

- 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 (Summer break, weeks 4, 5 and 6)

- 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. Parents/sponsors are contacted by building administration to share student's academic performance.

Department Responsible Scholastic

YEAR-ROUND EXPERIENCES

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 parents/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 Experiences

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 Experiences, 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 application 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).¹

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.
- 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.

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

- 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 report 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. 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 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 who is not an employee or contractor and 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.

Department Responsible Office of General Counsel

ANTI-HAZING POLICY

Milton Hershey School Anti-Hazing Policy

The Milton Hershey School prohibits any form of hazing as inconsistent with its Sacred Values as well as against the law. This prohibition applies to all MHS students, employees, volunteers, recognized organizations, and activities, whether on campus or off.

Hazing is any action or situation which recklessly or intentionally endangers the mental or physical health or safety of a person or which willfully destroys or removes public or private property for the purpose of initiation or admission into or affiliation with, or as a condition for continued membership in, any recognized organization.

Hazing includes, but not limited to, any brutality of a physical nature, such as whipping, beating, branding, forced calisthenics, exposure to the elements, forced consumption of any food, liquor, drug or other substance, or any other forced physical activity which could adversely affect the physical health and safety of the individual, and shall include any activity which would subject the individual to extreme mental stress, such as sleep deprivation, forced exclusion from social contact, forced conduct which could result in extreme embarrassment, or any other forced activity which could adversely affect the mental health or dignity of the individual, or any willful destruction or removal of public or private property.

Any student, employee, or volunteer who experiences, witnesses, or learns of hazing should report it to the Senior Director of Home Life Programs & Student Life Safety. Any employee or volunteer who encourages, permits, or ignores hazing is subject to discipline, up to and including termination of employment or volunteer status. Any student who engages in hazing is subject to discipline, up to and including termination of enrollment.

This policy shall be posted on the MHS internet and intranet websites and shall be circulated to all MHS athletic coaches and to the adult advisors and student leaders of all recognized MHS organizations.

Department Responsible Office of General Counsel

CHARTER BUS GUIDELINES AND INFORMATION

A Message to Parents/Sponsors

The charter buses operate as a convenience and a service for you and our students. We need **your** continued assistance and cooperation to insure the comfort and safety of all of our students while they are traveling on the charter buses.

We ask that you and your student(s) continue to cooperate with the bus drivers and adult bus monitors, and bus terminal staff so that we can continue the use of these facilities.

Students should board the buses as soon as possible and stay on the buses. It is necessary to load each bus completely and depart the terminals to permit us to maintain our established schedules.

Only students returning to campus are permitted in the loading areas and/or on the charter buses. Parents/Sponsors must remain in the terminal waiting areas. Please say your “good byes” in the terminals. If your student needs assistance you should ask another student to help or wait until the driver or the MHS adult bus monitor can assist them.

It is not possible to “save” seats on any of the charter buses. Students traveling together should make sure they are prepared to board the buses at the same time. Seats are available to all on a first come basis.

Students are responsible for everything they bring or load on the charter buses.

- All suitcases, back packs, or other luggage brought on each bus must be tagged with the student’s name, campus address, and destination address.
- Students are expected to place all trash, empty cans, etc. in the proper containers either on the bus or as they depart the bus.
- Students should check their seating area and the overhead compartment for any personal items before they leave the bus.
- Personal **blankets** are not permitted on the buses.
- **Glass** bottles or **glass** containers are not permitted on the buses.
- **Bicycles and scooters** are not permitted on the buses.
- Large boxes or **trash bags** full of possessions are not permitted on the buses.

Headphones must be used with any type of personal entertainment or communication device while the students are on the charter buses. If a student doesn’t have headphones, then he/she cannot use their personal entertainment or communication device on the charter bus.

Students must remain in their seats while the bus is in motion. Students are permitted to use the restroom on the bus. However, they must remain in their seats during the rest of the trip and follow all instructions given to them by the adult bus monitors and bus drivers. Loud talking, fighting, excessive displays of affection, or any other type of inappropriate behavior is not permitted on the charter buses. Each student must respect the rights of all of the other students for everyone to be able to enjoy their trips.

Charter Bus Ticket & Travel Information

1. Make your money order payable to **Milton Hershey School** for the amount of the exact bus fare. Advance credit card charter bus ticket purchases are available (see information below) until two working days prior to the on-campus ticket sales day. Return charter bus fares can be paid to the adult bus monitor on each bus on the return day provided seats are available. **TICKET HOLDERS WILL BE SEATED FIRST.**
2. **TICKETS ARE NON-TRANSFERABLE:** Bus tickets will be valid for travel only on the charter buses and only for the specific breaks listed on the bus ticket. Lost bus tickets cannot be replaced. You and your students must be careful with the bus tickets.
3. Middle and Senior Division students must have their MHS identification cards with them when they use the charter buses.
4. Traffic or weather conditions may cause delays or shorten travel times. Travel times shown are approximate times. Adults and students should be at departure destinations at least ½ hour prior to established departure times.

Charter Bus Credit Card Purchases

For advance credit card purchases of charter bus tickets, parents/sponsors should call Fullington Trailways at 1-800-322-7385. **Deadline for credit card payments is two weeks prior to departure day by 4:00 PM Friday.**

Student Travel Day Charter Bus Information

You should call the MHS Campus Service Center at 1-717-520-2647 if you have any questions or concerns about the charter buses on the student travel days or check the MHS Internet site. MHS offices are not open on the student travel days. Do not call the terminals at the departure site or Fullington.

Withdraws from Student Beneficiary Accounts

For a few students, the School is receiving Social Security, Railroad Pension, or other funds which are deposited in special accounts for the student's use after graduation.

If requested from the student's Home Life Office, these funds may be used for transportation and living expenses incurred during the Summer Recess. The School is authorized to release no more than two (2) months' checks for the Summer Recess. Any questions you may have about use of these funds must be directed to your student's Home Life Administrator or Home Life Office.

Thank you for your continued cooperation!

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