

# MHS Mission Statement

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**The mission of Milton Hershey School remains true to the ideals upon which it was founded more than 110 years ago...**



**In keeping with Milton and Catherine Hershey's Deed of Trust, Milton Hershey School nurtures and educates children in social and financial need to lead fulfilling and productive lives.**

Revised 6/4/2020

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## 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 student(s). 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, procedures 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 or Transitional Living Coordinator (TLC), 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 800.283.0001.

Milton Hershey School® is one of the world's best private schools, offering a top-notch education and positive home life to children in pre-kindergarten through 12<sup>th</sup> grade from families of low income at no charge.

Milton Hershey School does not discriminate in admissions or other programs and services on the basis of race, color, national or ethnic origin, ancestry, sex, religious creed or disability. See [mhskids.org](http://mhskids.org) for details.

**NOTE: Due to the COVID-19 pandemic, the 2020-21 Student/Sponsor Handbook, will not be printed. Instead the entire document will be placed on the parent portal. By doing this, the School will be able to update sponsors regularly regarding any modifications to policies, procedures, or programs throughout the year.**

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## POLICIES/PROCEDURES/CONTACTS MHS STUDENTS' FAMILIES SHOULD KNOW

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## FREQUENTLY ASKED QUESTIONS

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

You play a vital role in your child's experience at MHS. Your support of your child and the staff and policies of MHS will contribute to the success of your child at MHS and their future. There may be times when you will need to be strong in your commitment to both the School and your child. In times like these, it is imperative that you focus on the present and future rewards you and your child will earn by your child attending MHS. Make sure you communicate regularly with your child's houseparents or TLC 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 or TLC 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 is the Manager of Family Relations and New Student Transitions, 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 and it is normal. 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 8<sup>th</sup> 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. **Given the uniqueness of the 2020-21 school year, we are actively pursuing other ways to connect with your child including Zoom, FaceTime, and social media.**

### **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 and 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. 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 the Manager of Family Relations and New Student Transitions, Jay Garvey, at 1.800.283.0001.

### **What are the School vacation breaks for 2020-21?**

The school will have three vacation breaks during the academic year when students may leave campus for visitation or remain on campus for the School's excellent Year-Round Experiences programs. Vacation breaks do not require the use of one of your five weekend overnight visitations.

- Christmas Vacation Break (Approximately 2 weeks)
- Spring Vacation Break (Approximately 1 week)
- Summer Vacation Break (Approximately 6 weeks providing your student does not need to attend summer school)

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

## HELPFUL HINTS FOR PARENTS/SPONSORS

**Make a commitment.** 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. MHS is committed to Graduate Success, meaning we are committed to our students not only during their pre 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.

**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. 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 will likely be different. Living with 8 to 12 other children can be both a blessing (always someone to play or hang out with!) and maybe 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 differences and help your child identify ways to meet address 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 may be 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

Tara Valoczki, Principal

Amanda Smith, Assistant Principal

**HOME LIFE** .....717.520.2410

Robin Brantley-Case, Director of Home Life

Tom Robinson, Associate Director of Home Life

Tanya Alfonso, Home Life Administrator

Scott Fasick, Home Life Administrator

Myron McCurdy, Home Life Administrator

A. J. Rinaldi, Home Life Administrator

Mic Stewart, Home Life Administrator

**STUDENT HEALTH SERVICES** .....717.520.3310

Chris Rich, Senior Manager, Student Health Services

Chelsea Lacy, School Social Worker

### MIDDLE DIVISION

**DIVISION LEADERSHIP** .....717.520.2752

Jeff Perales, Division Head

**SCHOLASTIC** .....717.520.2600

Ryan Michael, Principal

Amy Rehmeyer, Assistant Principal

Gregory Valentine, Assistant Principal

**HOME LIFE** .....717.520.3080/2402

D. J. Hedrick, Director of Home Life

Lawrence Gaston, Associate Director of Home Life

Allen Brown, Home Life Administrator

Shane Gray, Home Life Administrator

Chad Schuyler, Home Life Administrator

Nicole Scott, Home Life Administrator

Jeff Tran, Home Life Administrator

**STUDENT HEALTH SERVICES**.....717.520.2264  
 Heather Teter, Senior Manager, 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 “Bob” Ebert, Principal  
 Nate Martin, Assistant Principal  
 Jennifer McConnell, 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  
 Ododo Walsh, Associate Director, Transitional Living  
 Jonathan Small, Transitional Living Coordinator  
 Tom Barkdoll, Home Life Administrator  
 John Forry, Home Life Administrator  
 Aaron Lindau, Home Life Administrator  
 Brandon Mason, Home Life Administrator  
 Kelly Rusenko, Home Life Administrator  
 Tennekah Williams, Home Life Administrator

**STUDENT HEALTH SERVICES**.....717.520.2267  
 Cindy Kelly, Senior Manager, Student Health Services  
 Nikki Adams, School Social Worker  
 Valerie Smyder, School Social Worker

**GRADUATE PROGRAMS FOR SUCCESS DIVISION**

**DIVISION LEADERSHIP**..... 717.520.2812  
 Sheila McCrillis-Ciotti, Manager, College and Career Readiness  
 Jenifer Benson, Career and Military Support Services Specialist  
 Kenneth Brown, Scholarship Supervisor

## **OTHER AREAS AND CONTACTS**

Athletics & Intramurals.....	717.520.2808
Campus Services & Central Monitoring.....	717.520.2647
Dental Clinics	
Copenhaver Center.....	717.520.2701
Catherine Hall.....	717.520.2747
Memorial Hall.....	717.520.2505
Health Center .....	717.520.2180
Medical Clinics	
Memorial Hall Medical.....	717.520.2500
Catherine Hall Medical .....	717.520.2700
Senior Hall Medical .....	717.520.3000
Psychological Services .....	717.520.2262
Religious Programs .....	717.520.2050
Visual and Performing Arts.....	717.520.2083
Year-Round Experiences (YRE) .....	717.520.2993

## **ENROLLMENT MANAGEMENT and FAMILY RELATIONS**

Shaun Turner, Senior Director .....	717.520.2130
Jay Garvey, Manager, Family Relations and New Student Transitions .....	717.520.2147
Family Relations Office (Toll-Free).....	800.283.0001

## **HOME LIFE PROGRAMS & STUDENT SAFETY .....** 717.520.2603/2060

Timothy Wasielewski, Senior Director  
Kathy Hoch, Administrative Assistant  
Diana Davis, 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. 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.

**Department Responsible: Family Relations**

# POLICIES

## **ANTI-HAZING POLICY**

### **Statement**

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.

### **Definitions**

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.

### **Procedures**

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**

## ENROLLMENT REVIEW AND DISMISSAL POLICY

### Statement

Enrollment Review is the process used by the Milton Hershey School (the “School” or “MHS”) to determine whether a student’s enrollment at MHS should be involuntarily dismissed. Enrollment Review is used when, after other efforts, supports and reasonable accommodations have been attempted or determined to be inappropriate, and a student:

- Engages in behaviors that are inconsistent with the School’s policies, procedures and guidelines.
- Cannot function safely on campus and no reasonable modification or accommodation can adequately reduce that risk.
- Is unable to participate in the School’s programs and services with reasonable accommodations.
- Other reasons indicate that continued enrollment is not in the best interest of the student or the MHS community.

Examples of situations that can lead to dismissal, detailed below, are Level V Behaviors under the School’s Discipline Policy; repeated behavioral violations that are unduly disruptive of academic and home life; where an individualized assessment indicates that a student poses a significant risk to the safety or health of others or themselves; and where MHS is unable to meet the academic or health needs of the student.

Except in severe situations, Enrollment Review is not initiated until other supports and interventions have been attempted and been unsuccessful, a review has been done under the ADA policy that requested or needed services and supports are not required or able to be provided because such accommodations are either not reasonable or would fundamentally alter MHS’ programs and services, and, in the case of health conditions, a determination that a Health Leave of Absence is not appropriate.

**Department Responsible: Education and Student Life**

## **MANDATORY REPORTING OF CHILD ABUSE POLICY**

### **Statement**

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

### **Details**

#### **Definitions**

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

Additional definitions are found in Appendix A.

#### **Duty to Report Procedures**

All mandatory reporters shall immediately make an oral or electronic report to ChildLine when there is reasonable cause to suspect that a child is a victim of child abuse. A report can be made by (1) calling PA ChildLine at 1.800.932.0313 and submitting a CY-47 (Report of Suspected Child Abuse) form OR (2) making an electronic report at [www.compass.state.pa.us/cwis](http://www.compass.state.pa.us/cwis). If making an electronic report, no additional CY-47 (Report of Suspected Child Abuse) is needed. All suspected abuse is to be reported immediately regardless of circumstance in accordance with Pennsylvania law. When an oral report is made directly to ChildLine, the mandated reporter shall complete and forward a CY-47 (Report of Suspected Child Abuse) form within 48 hours to the Children and Youth Services agency for the county or state in which the abuse occurred. Call PA ChildLine at 1.800.932.0313 for all out-of-state reports.

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

Mandatory reporters shall immediately notify their direct supervisor and the School's Designee (717.520.2775) that an oral or electronic report of suspected abuse has been made. Supervisors must ensure that the employee's report has been received by the School.

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

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



## **Confidentiality**

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

## **Training**

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

The content of this training will cover recognition of signs of child abuse, reporting requirements and the MHS policy.

**Department Responsible: Education and Student Life**

## MANDATORY REPORTING OF CHILD ABUSE POLICY - APPENDIX A

### Definitions

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

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

Contractor – An individual who is employed by him/herself or another to provide compensated services to 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.
- An individual 18 years of age or older who engages a child in severe forms of trafficking in persons or sex trafficking, as those terms are defined under section 103 of the Trafficking Victims Protection Act of 2000 (114 Stat. 1466, 22 U.S.C. § 7102).

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:
  - Kicking, biting, throwing, burning, stabbing or cutting a child in a manner that endangers the child.
  - Unreasonably restraining or confining a child, based on consideration of the method, location or the duration of the restraint or confinement.
  - Forcefully shaking a child under one year of age.
  - Forcefully slapping or otherwise striking a child under one year of age.
  - Interfering with the breathing of a child.
  - 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.
  - 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.
- (10) Engaging a child in a severe form of trafficking in persons or sex trafficking, as those terms are defined under section 103 of the Trafficking Victims Protection Act of 2000 (114 Stat. 1466, 22 U.S.C. § 7102).

**Department Responsible: Education and Student Life**

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

### **Statement**

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 applicable federal, Pennsylvania, or local law (collectively “Protected Characteristics”), against any applicant for admission, enrolled student, or any other individual(s) who participate(s) in the programs, services, and activities of the School. (Employees are covered by Policy 2.05).<sup>1</sup>

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

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

### **Details**

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

- Harassment based on Protected Characteristics is a form of prohibited discrimination. Harassment often takes the form of verbal statements regarding an individual’s Protected Characteristics, such as epithets, derogatory comments or slurs, profanity, gestures, innuendo, racial jokes, or forms of address. Harassment can also take the form of other adverse conduct motivated by a person’s Protected Characteristics, such as teasing or tricks, physical abuse, or bullying. Any hostile or adverse action based on a person’s Protected Characteristics is a violation of this EO Policy.
- Harassment based on a Protected Characteristic is debilitating to the victim and compromises the integrity and stature of the offender. Disparaging comments, inappropriate labels, epithets, stereotypes, jokes, or subtle innuendos which unfairly classify or criticize others on the basis of a Protected Characteristic are not appropriate even if they are not heard in the presence of a person whose Protected Characteristic(s) is/are the subject of the comment.
- This Policy prohibits disparate treatment or harassment of individuals based on their Protected Characteristics even if the conduct is not actionable under applicable 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

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

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 any applicable 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 Senior Manager 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 Senior Manager 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 Central Monitoring at 717.520.3390 or 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 (Mandatory Reporting of Child 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 dismissal 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**

## **STUDENT ACCEPTABLE USE OF TECHNOLOGY & MEDIA SYSTEMS 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 and media resources by MHS students.

MHS recognizes that our students are entering a world where being skilled in the use of technology is essential. MHS will provide students with the instruction and resources necessary to develop their technology skills so they can operate effectively in a digital environment. In addition to the acquisition of skills, students will be taught how to become responsible “digital citizens.” This will include, but is not limited to, using technology in an ethical, lawful, and respectful manner at all times. Access to the School’s digital network and technology resources is a privilege, and it is the student’s responsibility to live up to Milton Hershey standards in order to retain these privileges.

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

### **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, i-pads, 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 cellular phones, tablets, portable music players, etc.

Social Networking – Social Networking is defined as the process of interacting with others in an online environment. There are many forms of online social networking including sites such as Facebook, SnapChat, Instagram, Twitter, and LinkedIn. Social networking includes, but is not limited to, blogging, chatting, wikis, and participation in and use of such sites.

This policy applies to all MHS students.



## General Use and Ownership

The MHS Student Technology Systems are primarily for student educational purposes.

For security purposes, a variety of end user activity is logged, including Internet activity.

Information Technologies utilizes an internet content filtering system to block inappropriate content from being viewed and downloaded.

Students are permitted to use 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 or Learning/Information Technologies representatives.
- Using campus e-mail and social networking outside the normal school day to communicate with parents/sponsors, peers, teachers, coaches, advisors, and family members.
- Age and time appropriate leisure activities that do not violate MHS policies as approved by the divisional guidelines.
- Senior Division students in good standing both academically and behaviorally, may possess cell phones with the appropriate Parent-Sponsor approval form see addendum
- Although student cell phones are not MHS property, students are reminded of the increasing interconnection of all types of social media.
- Students are issued laptops and 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.
- MHS has the right to monitor online activities and contacts of students.

As a responsible user of the network and social media, students will:

- Respect the privacy and integrity of other students' e-mail accounts and student server folders.
- Be responsible for their individual 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 relationships in real life.
- Be aware that if your online “friends” act inappropriately, others may associate that behavior with you.
- Report all harassment to Houseparents, teachers, and administration.
- Use only Technology System credentials (User IDs and passwords) that are specifically assigned to them.
- Only share passwords with authorized MHS employees, if requested to do so.
- Use only computers or systems for which they are authorized.
- Lock their screen anytime they leave their computer unattended
- Log off the computer when finished using it.

Students may not do the following:

- Students may not possess or use any electronic device except as stated above or that which is distributed by faculty during the normal school day.
- Use proxy Internet sites to bypass the MHS Internet Filtering System.
- Send e-mail to entire groups, such as: “all school,” “all managers,” and “all students,” without the approval of a school principal.
- Send e-mail or other electronic communications that attempts to hide the identity of the sender or represent the sender as someone else.
- Download or install any software
- Violate any state or federal copyright regulations or software license agreements.
- Attach any personal electronics (flash drives, cameras, etc.) to any computer or network that has not been purchased or authorized by Information Technologies or Learning Technologies management.
- Connect any devices to a non-MHS managed system or network while on campus.
- Experiment with any virus, malware or hacking-related software or files or infect any system with destructive software or files.
- Utilize any software, hardware or tools to deny service, bypass security controls or gain unauthorized access to MHS systems or network services.
- Create digital video recordings of MHS community members either on campus or at off-campus MHS events for online publication or distribution.
- Provide any personal information to an unfamiliar online website or connection.
- Use Technology Systems for the following:
  - Commercial or private advertisement, for-profit, lobbying or political purposes.
  - Make threatening, obscene, harassing, or bullying remarks.
  - Use that invades the privacy of others.
  - Use of inappropriate language/graphics or profanity.
  - Monitoring or intercepting the files or electronic communications of other students or third parties.
  - Disabling or circumventing or attempting to disable or circumvent the School’s security and monitoring systems.
  - Breaching, testing, or monitoring computer or network security measures.

## Privacy

MHS reserves the right to monitor and track all behaviors and interactions that take place online or through the use of technology on our property or at our events. We also reserve the right to investigate any reports of inappropriate actions related to any technology used at MHS including reports of violations of this Student Acceptable Use of Technology Policy. All e-mails and messages sent through MHS’s network or accessed on a MHS computer may be inspected. Any files saved onto a MHS computer may also be inspected.

Students have a limited expectation of privacy when using their own technology on MHS property or at MHS events as long as no activity violates policy, law, and/or compromises the safety and well-being of the MHS community.

## **Response to Violations of Student Acceptable Use of Technology Systems Policy**

If MHS suspects a violation of its policies, including this Student Acceptable Use of Technology Systems Policy, the law and/or that student safety and well-being is compromised by the use of a student's own cell phone, computer or other device, MHS has the right to search such devices and the parents and guardians of the students consent to such search. If consent is not provided, MHS may determine that the student is not cooperating with an investigation and make subsequent decisions about discipline accordingly.

MHS cooperates fully with local, state and/or federal officials in any investigation related to illegal activities conducted on MHS property or through MHS technologies. MHS authorities have the right to confiscate personally owned technological devices that are in violation or used in violation of MHS policies. Failure to cooperate in such an investigation is regarded as grounds for disciplinary action.

MHS retains the right to suspend service, accounts, and access to data, including student files and other stored data, without notice to the student if it is deemed that a threat exists to the integrity of the MHS network or other safety concern of the MHS.

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

## **STUDENT DRUG AND ALCOHOL USE POLICY**

### **Statement**

Given the School's overall commitment to students, the purpose of this policy is to maintain an alcohol-free and drug-free student environment in order to promote, in each student, a healthy lifestyle, positive values, and wise personal choices. It is contrary to School policy to passively tolerate the use of alcohol, drugs, or other proscribed substances within the School community. Rather, it is the policy of the School to approach these matters actively, with a combination of prevention, treatment interventions, and disciplinary interventions.

### **Details**

The use and abuse of alcohol and drugs are potentially fatal health hazards and are harmful to proper student development. The School's commitment to providing its students with a safe, healthy, and nurturing environment necessitates a coordinated effort by the School community to respond to any potential or actual use or abuse of drugs or alcohol by students, whether on or off campus.

This policy encompasses four major components:

1. Prevention Education — as part of the comprehensive K-12 healthy lifestyles curriculum that is integrated into classroom, student home, and student activity settings for all students.
2. Staff Development — including training for staff in awareness and understanding of drug and alcohol prevention strategies as well as indicators of drug and alcohol use and abuse.
3. Counseling and Intervention — to students who are referred for assistance and students who self-refer.
4. Disciplinary Sanctions — to be applied through a consistent and understandable system to students who violate this Drug and Alcohol Policy.

**Department Responsible: Student Support Services**

## UNIFORM DISCIPLINE POLICY AND CODE OF CONDUCT

### Code of Conduct

#### Statement

Milton Hershey School (MHS) is dedicated to providing its students with a safe and supportive environment in which to live and learn based on the four Sacred Values of Commitment to Mission, Integrity, Mutual Respect, and Positive Spirit.

MHS expects that all students and staff will respect the needs and personal well-being of all other students and staff and disrespect will not be tolerated. Specifically, all students and staff will respect the rules of the school, the feelings and differences of others and the dignity of everyone. MHS provides programs and care that enable every student to develop physically, emotionally, intellectually, spiritually, and socially.

Personal responsibility is essential for learning and should be based upon mutual respect for the rights and property of others, for those placed in positions of authority, and for fellow students. MHS expects students to demonstrate proper behavior at all times by seeking to understand the viewpoints of others, listening and communicating with courtesy, recognizing the strengths and contributions of others, and living by the Golden Rule. MHS also expects that all staff will model and teach these behaviors to students and each other.

The behavior system used at MHS is specifically designed with integrity at its core. As students' progress and mature, they are expected to learn to self-manage their own emotions and behaviors. MHS students will focus on making good decisions, doing what they say they will do, telling the truth and not gossiping, and accepting responsibility for their own actions.

Successful students at MHS maintain a strong commitment to mission and ongoing positive spirit. They set goals and work hard to achieve them, follow the School Pledge, represent MHS with pride, participate wholeheartedly in campus life, demonstrate a strong work ethic by going above and beyond, encourage and work well with others, engage actively in solving problems, and remain flexible and optimistic during difficult times.

When students are not able to demonstrate the Sacred Values successfully, it may be necessary for MHS to apply appropriate, natural, and logical consequences as outlined in this policy.

#### Sacred Values I Am behavioral Statements

##### A. Commitment to Mission

- a. I set goals and work hard to achieve them
- b. I follow the School Pledge
- c. I represent our School with Pride
- d. I participate whole-heartedly in Campus life

##### B. Integrity

- a. I make good decisions
- b. I do what I say I will do
- c. I tell the truth and do not gossip
- d. I accept responsibility for my actions

C. Positive Spirit

- a. I demonstrate a strong work ethic by going above and beyond
- b. I encourage and work well with others
- c. I engage actively in solving problems
- d. I remain flexible and optimistic during difficult times

D. Mutual Respect

- a. I seek to understand the viewpoints of others
- b. I listen and communicate with courtesy
- c. I recognize the strengths and contributions of others
- d. I live by the Golden Rule

I. **Uniform Discipline Code General Examples**

A. Level I

1. Level I discipline includes misbehavior that impedes the orderly conduct of the student home or academic classroom.
2. 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.\*
3. 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.

B. Level II

1. Level II discipline generally includes misbehaviors whose frequency or seriousness disrupts the social, nurturing, and/or learning environment.
2. 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. \*
3. 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

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\* This is not a complete list of infractions.

### **C. Level III**

1. 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.
2. Level III discipline is initiated and administered at the houseparent/teacher level, with approval from the Home Life Administrator/Scholastic Administrator.
3. Some examples of Level III behaviors: Serious acts of defiance, insubordination, threats towards a staff member, fights which result in serious bodily injuries, etc.\*
4. 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

### **D. Level IV**

1. 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).
2. Level IV discipline must be approved by the Home Life Director/Scholastic Administrator or their designees.
3. Some examples of Level IV behaviors: Assault (physical, sexual), Possession of Drugs, Possession of Weapon.\*
4. 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

### **E. Level V**

1. 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.

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\* This is not a complete list of infractions.

2. 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.
3. 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.

## **II. Procedures**

- a. See age specific Divisional Codes of Conduct in each Division (ED, MD, SD)

**Department Responsible: Education and Student Life**



# PROCEDURES

## ADA ACCOMMODATION PROCEDURES FOR APPLICANTS AND STUDENTS

### Statement

It is the policy of Milton Hershey School (MHS) to comply with Title III of the ADA and any applicable Pennsylvania or local laws, 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 (Policy No.2.05.1) 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

##### **A. 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.

##### **B. 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.

### **C. 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 serves as the centralized multi-disciplinary process to ensure how individual needs are addressed and individualized plans are being appropriately developed, assessed, and monitored.

Senior Managers 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 the IT Case Activities tab on the Social Work intranet website.

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 Senior Manager of Student Health Services and submit, in writing, a request for plan review.

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

#### **D. 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 Senior Manager of Student Health Services. Such requests will be directed to and processed under the existing IT/SPT Process.

#### **E. Confidentiality**

Consistent with the Confidentiality-Student Health 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: Student Support Services**

## ATTENDANCE PROCEDURE

**NOTE:** Due to the impact of COVID-19, MHS strongly discourages visitation for the time being. **Should a student leave campus for any visitation, they will be assigned a return date and be assigned a temporary student home placement for two weeks of quarantine and on-campus virtual instruction.** Given the limited number of temporary student home placements available, it will be of utmost importance you communicate with your houseparents and HLA regarding any intended visitation, as your assigned return date may be several weeks after the student leaves campus.

### Statement

MHS provides a home and a school for children. It is in the best interest of each child to attend all scheduled class days and other important School activities.

All students will be present and participate in the School's program on the days required by the School's year-round calendar. All absences, except those the School approves in advance, are considered unexcused and will result in appropriate disciplinary action which could include, in the sole discretion of the School, dismissal or the School deeming a student to have withdrawn from MHS.

### Programmatic Management

#### Approved Absence 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 appropriate Building 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.

Upon review and approval from the Building Principal and or Home Life Director, the absence requests will be submitted to the appropriate Head of School who will approve or deny the request.

#### Unexcused Absences

An unexcused absence results when a student, without an approved absence, leaves or does not return to School during periods of required attendance. These also include failure to return on time for approved Visitation periods (day visits, long-weekends, overnight visitation, and School break periods).

The consequences for each unexcused absence are graduated and cumulative. When a student's unexcused absences are repetitive, the School may choose to enter into a written Attendance Agreement with the Parent-Sponsor that is authorized by the student's Division Head, Home Life Director and Family Relations.

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.

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, or required court appearance.

### **Mandatory Programming**

Mandatory programming as a student at Milton Hershey School is guided by School's year-round calendar and includes School attendance, Year-Round-Experience mandatory weeks prior to the start of School, Summer School, and Student Home Vacations.

### **Administrative Guidelines**

A range of administrative guidelines for unexcused absences may include any of the following but not limited to, loss of long-weekends, loss of MHS provided transportation, and an Attendance Agreement. Students are responsible for academic make-up work determined by the Building Principal.

Efforts to communicate with Parent-Sponsors concerning unexcused absences will occur throughout the Administrative Guidelines process.

Administrative actions will be determined based on consultation with the Home Life Director, Building Principal and Head of School.

When a student's unexcused absence extends beyond 72 hours or does not comply with the agreed upon terms of an Attendance Agreement; and all attempts by the authorized administrators to contact the parent/sponsor have failed, 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.

**Unexcused Absence Examples**

<b>TYPE OF UNEXCUSED ABSENCE</b>	<b>POTENTIAL ADMINISTRATIVE ACTION</b>
Absent more than one hour but less than 24 hours	Consultation with Parent-Sponsor, seek to understand and provide a reminder of the Attendance Procedures. Subsequent occurrences could result in additional action.
Absent more than 24 hours but less than 48 hours	Loss of one (1) Long-Weekend and a phone conference with the Parent-Sponsor and the appropriate Administrative Team. Subsequent occurrences could result in additional action.
Absent more than 48 hours but less than 72 hours	Loss of three (3) Long-Weekends and a phone conference with the Parent-Sponsor and the appropriate Administrative Team. Subsequent occurrences could result in additional action. Additionally, the parent/sponsor <b>MUST</b> complete an Attendance Agreement before the student may return to MHS.
More than 72 hours and no communication with MHS Staff	The student's enrollment is considered withdrawn and withdrawal papers are sent to the parent/sponsor.

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

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

### **Statement**

Students have a variety of support systems at Milton Hershey School (MHS) if they need assistance. If a student has a concern as a result of an action by a member of the MHS Staff, that student may respectfully question the action taken. This conflict resolution procedure is pertinent for parent/sponsors also.

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

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

### **Details**

#### Chain of Communication for Programs Division

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



## HEALTH LEAVES OF ABSENCE STATEMENT

### Excused Absences for Health Reasons (7 calendar days or fewer)

#### Statement

The mission of the Milton Hershey School (“MHS” or the “School”) is to educate children to lead fulling and productive lives. It is in the best interest of each child to attend all scheduled class days and other important School activities. The School places a high priority on attendance for Scholastic, Home Life, and Student Health programs. **Outside of scheduled breaks, students are not to be absent from School without prior permission.** See Attendance Procedures if the reason is not health related.

### Health Leaves of Absences

#### Statement

A student can be placed on a leave of absence for more than seven (7) calendar days for health reasons (a “Health LOA”). The most common reasons for a Health LOA are when the student’s condition requires treatment or services off-campus for an extended period, for specialized treatment not available in Hershey, Pennsylvania, or when services and supports required cannot be accommodated while locally in attendance at MHS either because such accommodations are not reasonable or would fundamentally alter MHS’ programs or services. (A Health LOA will also be initiated in the case of pregnancy, but those situations are covered under Student Sexual Health Policy 5.23, not this policy or procedure.)

The decision as to whether a Health LOA is appropriate is in the discretion of the School and is subject to terms and conditions set by the School. A parent/sponsor may request or propose a Health LOA, but if the School does not agree that a Health LOA is necessary or appropriate, then the only option for the parent/sponsor is to withdraw the student from the School, with no right or guarantee that the student will be reinstated or re-enrolled. The appropriateness of a Health LOA is based on an individualized assessment and takes into consideration the particular student’s circumstances known to MHS at the time of the decision.

Conversely, if the School concludes that a student should not remain on campus and needs to be placed on a Health LOA, the parent/sponsor cannot insist that the School keep the student. This decision shall be based upon current medical or other health knowledge and/or the best available objective evidence and shall not be based upon mere speculation, stereotypes, or generalizations about individuals with disabilities. The parent/sponsor can choose to cooperate and agree to the terms of the Health LOA Plan developed by the School or can choose to withdraw the student. If the parent/sponsor refuses to agree to the terms and conditions of the Health LOA or withdraw the student, then the student will be referred for Enrollment Review, with the possibility of being dismissed from enrollment.

The conditions of a Health LOA are determined by the School based on an individualized assessment of a student’s health circumstances. The initial length of a Health LOA can range from a few weeks to an entire calendar year. Depending upon the student’s health condition and/or progress in his or her course of treatment, a Health LOA can be shortened or extended, at the discretion of the School.

**Department Responsible: Student Support Services**

## REINSTATEMENT AND RE-ENROLLMENT REQUESTS STATEMENT OF PROCEDURE

### Statement

This policy applies to all requests to return to MHS by students who were previously enrolled at MHS and whose enrollment discontinued for any reason. This includes requests or applications from students who were voluntarily withdrawn by parents/sponsors, students who did not return from a leave of absence, and students who were involuntarily dismissed by the School following an enrollment review. (Students who previously applied to MHS but were not enrolled, and seek to re-apply, are addressed under Admissions Office Procedures).

Students whose enrollment at MHS is discontinued for any reason are not guaranteed a right to return. In all cases, when reviewing requests from former students, MHS will take into consideration the facts and circumstances of the particular student behind the discontinued enrollment, the totality of the circumstances of the student's prior enrollment at MHS, and intervening events. MHS must also consider other factors that apply generally to all applicants during the Admissions process.

MHS has separate procedures for reinstatement during the same academic year, and for re-enrollment in a subsequent academic year. The distinction arises from the MHS Deed of Trust.

A reinstatement request is a request for a student previously enrolled at MHS to return to MHS during the same school year in which enrollment discontinued or prior to the beginning of the next school year (i.e. the start of school in August). Students do not need to re-establish eligibility; the requests are referred to the Admissions Office and are reviewed by the Admissions Committee.

A re-enrollment request is a request for a student previously enrolled at MHS to return to MHS after the start of the next school year (i.e., the school year after enrollment was discontinued). Such requests are handled through the Admissions process. The parent/sponsor must submit a new application and establish that the student can meet minimum eligibility criteria, including financial eligibility. Former students who are age 16 at the time of re-application, or would be at the time of re-enrollment, are not eligible under the Deed of Trust. If minimum eligibility requirements are met, the request is referred to the Admissions Committee.

**Department Responsible: Enrollment Management / Family Relations**

## RELIGIOUS PROGRAMS PROCEDURES

### Statement

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

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

### Details

- A. 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.
- B. 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.
- C. 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 so students learn to value themselves and, among other characteristics, honesty, persistence at hard work, courage in the face of difficulties, patience, reliable standards of right and wrong, habits based on moral standards, respect for legitimate authority, delaying gratification, and concern for others.
- 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**

- A. Non-sectarian: In the context of this procedure, the word will be used to mean non- denominational.
- B. Religious Proselytism: Using pressure or force or influence of position to convert another to one's own religious faith.

### **Procedures**

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

F. 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.

G. Prayer before Meals

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

H. Proselytism

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

I. Sunday Worship (2020-2021 School year)

- During the 2020-2021 School year weekly Chapel Services will be held virtually. Student Homes and TL Buildings are expected to set aside dedicated time on Sunday mornings to view and participate in the virtual Chapel program.
- School sponsored Off-Campus Worship is suspended at this time.

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

## STUDENT CLOTHING, GROOMING & APPEARANCE

### ELEMENTARY / MIDDLE DIVISION

#### Statement

It is the expectation of MHS to ensure that all students are “plainly, neatly, and comfortably clothed, with distinctive dress...” (*Second restated Deed of Trust, November 15, 1976, p.11*)

#### Clothing and Footwear

There are six main categories of clothing in a student’s wardrobe, and student are to adhere to the following procedures:

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.
3. **Personal Clothing** – clothing that the student has brought with him/her from home.
4. **Dress Wear/Sunday Best** – clothing worn to special events such as Sunday Chapel, off-campus worship, and other special occasions.
5. **Sleepwear/Pajamas** – clothing worn for bedtime. Sleepwear/pajamas are not permitted to be worn outside of the student home (except for school-designated pajama days).
6. **Footwear** – MHS provides all footwear needed for students. Elementary and Middle Division students are not permitted to have personal shoes.

#### Hair Care Guidelines

- Student hair will be maintained as part of their daily grooming and hygiene routines.
- It is the responsibility of the houseparents to ensure that students visit MHS Spartan Styles.
- No unique designs or wording are permitted to be cut into the hair and eyebrows.
- Any drastic changes to hair styles (cutting more than 2 inches) should not be done without the consultation/approval of parents/sponsors.
- Hair coloring is permitted for Middle Division students providing hair coloring is not applied on campus, and it is completed under parents/sponsors supervision or approval.
- Unnatural hair coloring is not permitted. For example, while red is a naturally occurring color, bright red, pink, etc., are not naturally occurring colors.
- Hair may not cover eyes.

### **Facial Hair**

- Middle Division students with facial hair are expected to be clean-shaven on a daily basis. Sideburns must not extend below the earlobes.
  - 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 for shaving are required to keep facial hair neatly trimmed and cut. Students medically excused from shaving must attend a care and instruction class, provided by Home Life staff.

### **Jewelry, Tattoos, Makeup, Miscellaneous**

- Jewelry should be minimal and not distracting to others.
- Body piercings/spacers, aside from ear piercings, are not permitted.
- Ear gauging and ear bars are not permitted.
- Tattoos are not permitted.
- Makeup is not permitted.

### **Notes:**

- These guidelines are meant to give the reader a general understanding. Houseparents and Home Life Administrators can answer additional clothing, grooming and appearance questions. Guidelines may differ between the Elementary and Middle Divisions.
- While freedom of expression is valued and encouraged, adherence to aforementioned guidelines is necessary. It is the responsibility of the houseparent(s) to determine whether these guidelines are met.
- Each Division has specific limits on the quantity of personal clothing that students may bring to campus. Please check with your student's houseparent(s).
- Houseparents must approve all personal clothing items, and in some cases, there may be Division-wide prohibitions on specific clothing items.

## SENIOR DIVISION

The guidelines are aligned to the core principles of the MHS Sacred Values. Taking care of oneself and respecting others are key components of appearance. As such, a general framework is outlined below for topics dealing with appearance. More specific information follows the Sacred Values principals related to appearance.

### **Commitment to Mission**

- Student appearance should be reflective of the Deed of Trust – by being plainly and neatly clothed.

### **Positive Spirit**

- Students are to practice good overall hygiene by keeping themselves neat, clean and presentable within their respective environment.

### **Integrity**

- Students should remain in compliance with the appearance framework and should be presentable to match their environment.

### **Mutual Respect**

- Adults and students should review situations when adjustments need to be made in a mutually respectful manner.

### **Hair Care**

- Hair is to be kept neat and clean.
- Students are permitted to have twists, braids, and locs.
- The coloring of hair is permitted within the spectrum of natural hair colors. E.g. some examples of natural hair colors are black, brown, blonde, gray, white, red
- Highlights comprised of natural hair colors are permitted.
- Highlights can be incorporated into twists, braids, and locs.
- Hair bands/scarves are permitted to be worn to maintain control of hair. Headbands are not hair bands/scarves.

### **Facial Hair**

- Facial hair is to be maintained/trimmed to be kept neat and clean.

### **Piercings**

- Ear rings should be safe for their environment.
- Nose studs are permitted.
- Ear gauging is not permitted.
- Body piercings, aside from ear rings and nose studs, are not permitted.



### **Makeup**

- Makeup should be appropriately applied and neat, clean and presentable.

### **Hoodies**

- MHS issued hoodies are permitted to be worn to school (i.e. athletic team, VPA club, etc...)
- Hoods are not permitted to be “up” when inside.

### **Personal Coats**

- Personal coats, of similar model to those distributed by MHS, are permitted to be worn to school.

The following topics provide greater clarity to more specific appearance expectations:

### **Chapel Clothing**

- MHS issued semi-formal attire is to be worn to Chapel and/or similar MHS events.

### **Coordinated Clothing**

- Students must wear coordinated clothing to school each day.

### **Spirit Wear/Clubs/Activity Clothing**

- Students may wear spirit wear provided by the clubs/activities in which they are involved. (i.e. band polo shirt, softball sweatshirt, SGA polo, etc...)

### **Leisure Clothing/Personal Clothing**

- Leisure/personal clothing is to be worn in and round the student home/TL.
- Leisure/personal clothing must be neat, clean, and appropriate.

### **Internship/Authentic Work Experiences**

- The appearance of a student should be reflective of their environment and should align with professional expectations for the workplace.

### **Moving Forward**

- Appearance adjustments should be communicated to all stakeholders by Friday, July 31.
- Education/Professional Development will occur during weeks 7 and 8 for all stakeholders – students, homelife staff, faculty.
- Senior Division Administration will continue to meet with SGA to create an initial and subsequent longstanding plan to continually review, evolve, and adjust guidelines.

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

## STUDENT VISITATION PROCEDURES

### Statement

**NOTE:** Due to the impact of COVID-19, MHS strongly discourages off-campus day or weekend visitation at this time. **Should a student leave campus for visitation, they will be assigned a return date and be assigned a temporary student home placement for two weeks of quarantine and on-campus virtual synchronous instruction.** Given the limited number of temporary student home placements available, it will be of utmost importance you communicate with your houseparents and HLA regarding any intended visitation, as your assigned return date may be several weeks after the student leaves campus.

MHS remains committed to finding ways for you to connect with your child. As a result, while conditions allow, on-campus visitation opportunities will be offered for immediate family members (parents/sponsors and siblings). Please connect with your child's houseparents or TLC to discuss and schedule visitation. During these visits, we ask that all recommended COVID-19 mitigation strategies be followed (masks worn, physical distance be maintained from other members of the MHS community, only visit when you are COVID-19 symptom free).

**The procedures below are those typically followed at MHS, however will not be implemented at this time in an effort to safeguard the MHS community from potential COVID-19 exposure and ensure face-to-face instruction remains in effect.**

Milton Hershey School strives 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.

### Definitions

#### **I. 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
- Parent 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

**II. 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.

**III. 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

**IV. 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

**V. 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

**VI. 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

**VII. 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

**VIII. On-campus / Staff-Student Activity**

- On-campus step-up mentoring opportunities between students and staff are not considered visitation

**IX. Student Health Information Card**

- Form required to be completed by Houseparent/TL Staff
- For Students with required medication or condition requiring precautionary medication

**Approved Visitation Times**

A. Elementary Division

- Saturday 10:00 AM – 9:00 PM
- Sunday 11:00 AM – 5:00 PM\*

B. Middle Division

- Saturday 10:00 AM – 9:30 PM

- Sunday 11:00 AM – 5:00 PM\*
- C. Senior Division and Transitional Living Program
  - Saturday 10:00 AM – 10:00 PM
  - Sunday 12:00 PM – 5:00 PM\*

\*Times are adjusted during Founder's Hall renovation

### **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 or 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 members 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

### **Visitation Expectations for Authorized Visitors & MHS Staff**

#### **General Guidelines for All Visitation & Visitors**

- A. Only authorized visitors are permitted to pick-up and return students and may be required to provide identification at the request of the Houseparent or TL staff
- B. Students are required to be picked up and returned from visitation by an authorized visitor
- C. Parent 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. Visitation requests are requested at least two (2) days in advance
- E. 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 and Central Monitoring

- F. All visitors must enter the student home to sign the student's visitation register and document the time the student is leaving campus
- G. 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)
- H. 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.
- I. 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.
- J. Sunday Chapel attendance; due to seating limitations and safety concerns, while Founder's Hall is being renovated Parent Sponsors or other guests are not permitted to attend Sunday Chapel

### **Staff-Student Visitation Guidelines**

- A. **"Rule of Three" applies** there must always be at least three (3) 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
- 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. On-campus events with students and staff to support step-up and mentoring opportunities are not considered visitation
- B. MHS Staff must contact the student's Houseparents or TL staff and receive approval

### **Overnight Weekend Visitation Expectations**

- A. Parent/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 through May)

- D. Students are permitted to leave campus for overnight weekend visits beginning at 4:00 p.m. on Friday afternoon. On those long weekends where Monday is a holiday, students are expected to return to their student home by 5:00 p.m. Monday evening
- E. Parent/sponsor completes the Request for Overnight Weekend Visitation form that is located in the back of the MHS Community Calendar or the Parent Portal
- F. Parent/sponsors 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
- G. If the overnight visit takes place without the appropriate request and approval, the overnight visit may be considered an unexcused absence
- H. Houseparents/Home Life staff receive and approve the overnight visitation.
- I. On Family Weekends, student visitation may begin on Friday @ 4 PM, and Saturday or Sunday at 8:00 a.m. 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 completion of Passport requirements
- J. 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.
- K. 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
- L. 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

### **Visitation & Student Discipline; Special Circumstances & Exceptions**

- A. Incidents of Level 4's will be handled on a case by case basis in consultation with the Home Life Director.

### **Mandatory Programming**

Students are expected to be present and participate in the School's program on the days required by the School's year-round calendar including, but not limited to, the following mandatory programs:

- A. Summer School
- B. YRE Required Programming (two weeks prior to the start of academic year)
- C. Student Home Vacations

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

### **STUDENT VISITATION PROCEDURES - APPENDIX A**

#### **Staff/Student Visitation Procedures – Student Health Information Card for Visitors**

Student's Name \_\_\_\_\_

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Medication(s) during visitation

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Health condition(s) that require precautionary medications (i.e., Epi-Pen, Diastat, etc.)

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**In the event of a life threatening emergency, call 911 first**

If you have any questions, please call the Milton Hershey School Health Center at 717-520-2180.

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

## VOLUNTARY WITHDRAWAL STATEMENT OF PROCEDURE

### Statement

A parent/sponsor has the right to withdraw his/her student from MHS at any time for any reason. Students who turn age 18 (for purposes of this Procedure, “adult-student”) have the legal right to voluntarily withdraw without consent of the parent/sponsor. If students are undergoing an Enrollment Review for a Level V Behavior, or for any behavioral situation that may result in dismissal from enrollment, the parent/sponsor or student cannot elect to change the student’s status to “Withdrawn.”(See Enrollment Review and Dismissal Policy.)

Any parent/sponsor or adult-student who exercises the right to voluntarily withdraw is required to complete and return a Withdrawal Letter and return a Withdrawal Survey within two weeks. The School will send a Withdrawal Confirmation.

When the withdrawal is finalized by Enrollment Management/Family Relations, the student loses benefits and all opportunities to future benefits.

If a student subsequently wishes to return to MHS during the same school year in which enrollment is discontinued or prior to the beginning of the next school year then the parent/sponsor, or an adult-student, must follow the procedures for “Reinstatement” as set forth in the Reinstatement and Re-Enrollment Requests Procedures referenced in the Student/Sponsor Handbook. This request must be *received* by the School prior to the date on the academic calendar that students are scheduled to return for the academic year following the academic year when the Voluntary Withdrawal occurred.

Once the students have returned for the next academic year, the parent/sponsor, or adult-student, must follow the procedures for “Re-enrollment” as set forth in the Reinstatement and Re-Enrollment Requests Procedures. Under the re-enrollment process the student must reestablish eligibility for



admission. A student who is age 16 or older, or who will turn 16 during that process, is not eligible for re-enrollment.

**Department Responsible: Enrollment Management / Family Relations**

# PROGRAMS

## **ELEMENTARY DIVISION SCHOLASTIC PROGRAM**

### **Statement**

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

In addition to the academic programming during the school day, 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.

### **Details**

#### **Grading and Report Cards**

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

Honor Roll and Effort/Conduct Awards are given each marking period. Students earn Honor Roll by having a combination of A's and B's or O's and G's in their academic achievement grades. Effort/Conduct Award is earned by having A's and B's in their homeroom and in related arts 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, summer school notification, and upcoming performances may be printed on the report card as well.

#### **Specials**

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

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

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

Sciences, Physical Sciences, and Earth and Space Sciences) each year.

Learning to Lead provides social and emotional skill lessons to help our students understand and apply important life skills in this area. In addition, the students engage in collaborative problem solving activities focusing on fine tuning their skills of working with others. Students are also exposed to the history of our MHS community and the foundational values and mission of our school.

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

Physical Education for our students allows the students to explore movement of their body in space for the younger students (skipping, hopping, jumping, etc.) to skills needed for different sports.

Swimming is also a component for the elementary students to help them overcome any fear of water they might have and to teach them the basics of swimming and water games.

Health Class teaches basic hygiene, safety, body systems, and nutrition.

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

### **Co-Curricular Activities**

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

### **Assessments**

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

***PSSA*** – Pennsylvania System of School Assessment: Each spring the students in Grades 3 and 4 of Memorial Hall take the state assessment. This is an annual exam designed to measure a student's attainment of academic standards in the subject areas of Math and English Language Arts. Grade 4 also takes an additional exam in Science. Students attain a performance level of Advanced, Proficient, Basic, or Below Basic in each subject based on their strength in each of the reporting categories in each of the following subjects: Mathematics: Numbers and Operations, Measurement, Geometry, Algebraic Concepts, and Data Analysis and Probability. English Language Arts: Comprehension and Reading Skills, and Interpretation and Analysis of Fictional and Nonfictional Text. Science: The

Nature of Science, Biological Sciences, Physical Sciences, and Earth and Space Sciences. These results are sent home to you when they are received from the state in the fall of the next year.

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

***CDT*** – The Pennsylvania Classroom Diagnostic Tools is a set of online assessments, divided by content areas (Literacy, Mathematics and Science), and is designed to provide diagnostic information to guide instruction in order to support intervention and enrichment. Students in grade 3 and 4, take the Math CDT three times a year. Students in grade 4 take the Science CDT two times a year.

### **Remediation**

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

### **Tutoring**

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

### **Summer School**

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

### **Retention: All Levels**

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

**Department Responsible: Elementary Division Scholastic Office**

## MIDDLE DIVISION SCHOLASTIC PROGRAM

### Statement

Catherine Hall Middle School serves students in 5<sup>th</sup> through 8<sup>th</sup> grade. In 6<sup>th</sup> through 8<sup>th</sup> grades, students rotate amongst 5 core classes: English, social studies, science, reading, and mathematics. Our 5<sup>th</sup> graders attend 4 core classes daily and that includes: language arts, math, science, and social studies literacy. In addition to the core classes, students also have exploratory courses. Exploratory courses include: art, music, dance, career and technology courses, as well as physical education. These courses are intended to create well rounded students, and additionally assist in helping students determine possible future career options.

In addition to the academic programming during the school day, 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.

### Details

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

### Grades

#### **Grading Scales:**

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

#### **Effort Grades:**

- Homework
- Being Prepared for Class
- Participation

### **Conduct Grades:**

- Based upon Team Infraction Points assigned by that teacher.
- Based upon Leveled Discipline recommended by that teacher.
- A Common Conduct grade is assigned to each student by the team to reflect behavior in common areas, such as the cafeteria, hallways, auditorium, etc.

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

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

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

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

### **Remediation**

- One goal of the academic program is for all students to achieve grade level proficiency on benchmark, diagnostic testing, and standardized common 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. Each Division designs a remediation program that best meets the needs of the staff and 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**

Several tutoring options are available for Middle School Students. Students can meet with teachers before school or after school to obtain extra help as deemed appropriate by the teacher or teacher availability. We also hold mandatory Targeted Tutoring sessions in Math, ELA, and Science throughout the year, which targets specific content skills and is for students performing below the proficient level on school designed common assessments or diagnostic testing.

### **Summer School**

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 ELA, Math, or Science, as is indicated by multiple data points. Summer School is held during a 3-week period over the summer and it is Mandatory for identified students. All final decisions are made by scholastic administration.

### **Retention: All Levels**

Grade retention is based on individual student performance. In middle school, if a student fails two or more core subject classes, he/she will be required to repeat the grade and this be retained for a year. Parent/sponsors receive academic performance updates 6 times throughout the year via marking period letters, progress reports, report cards, and phone calls in specific instances.

**Department Responsible: Middle Division Scholastic Office**



## SENIOR DIVISION SCHOLASTIC PROGRAM

### Statement

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.

In addition to the academic programming during the school day, a variety of academic programs are offered outside of the traditional school days. 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.

### 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 on the following page.

## GRADUATION REQUIREMENTS

(Each class will have different requirements due to the transition to the block schedule, which will afford more credit opportunities each year, increasing the total required credits for the following classes.)

### MINIMUM GRADUATION REQUIREMENTS – 12<sup>th</sup> Grade (Class of 2021)

<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	Healthy Lifestyles	3
Social Studies	3.5	Electives	8
Career/Technical Program	4		
<b>Total Required Credits</b>			<b>30.5</b>

### MINIMUM GRADUATION REQUIREMENTS – 11<sup>th</sup> Grade (Class of 2022)

<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	Healthy Lifestyles	3
Social Studies	3.5	Electives	9.5
Career/Technical Program	4		
<b>Total Required Credits</b>			<b>32</b>

### MINIMUM GRADUATION REQUIREMENTS – 10<sup>th</sup> Grade (Class of 2023)

<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	Healthy Lifestyles	3
Social Studies	3.5	Electives	10.5
Career/Technical Program	4		
<b>Total Required Credits</b>			<b>33</b>

### MINIMUM GRADUATION REQUIREMENTS – 9<sup>th</sup> Grade (Class of 2024 and future Classes)

<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	Healthy Lifestyles	3
Social Studies	3.5	Electives	10.5
Career/Technical Program	4		
<b>Total Required Credits</b>			<b>33</b>

In addition to the graduation requirements listed above, students must also obtain their driver's license and pass the Milton Hershey School swimming certification test.

## **Credit Requirements**

Graduation is determined by the successful completion of the required number of credits associated with graduation as listed above. 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.

9<sup>th</sup> Grade = 7 credits earned in order to be promoted to 10<sup>th</sup> Grade

10<sup>th</sup> Grade = 15.5 credits earned in order to be promoted to 11<sup>th</sup> Grade

11<sup>th</sup> Grade = 22.5 credits earned in order to be promoted to 12<sup>th</sup> Grade

## **Grading Scale**

Students earn grades based on the following scale:

A = 90-100

B = 80-89

C = 70-79

D = 60-69

F = Below 60

## **Weighted Coursework**

All Honors courses are weighted at 1.05.

All Advanced Placement courses are weighted at 1.10.

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

During the course of the academic year, all students in grades 9 through 11 will be administered standardized assessments multiple times. Assessments will be taken in the areas of math, reading, and science. These assessments allow us to identify strengths and areas of growth for each student. We are committed to each student being on grade level in each of these three areas. In order for this to take place, students who need additional support to achieve proficiency/grade level will be provided the opportunity to do so via various remediation/ enrichment programs. These remediation/enrichment programs will take place both after school and over the summer as needed.

When the student earns proficiency/reaches grade level proficiency, they will no longer need to attend this program.

In addition to the aforementioned standardized assessments, students in Algebra I, Biology, and 11<sup>th</sup> grade English will all be administered the Keystone Exam. This assessment provides students with the opportunity to display their level of proficiency in these specific courses.

The purpose of these assessments is threefold: they provide us with the opportunity to evaluate the curriculum that we instruct; they allow students to earn (via proficient scores) more opportunities toward post-secondary options as part of our CES program; and they allow us to view comparison scores of all students in the state of Pennsylvania.

### **Remediation**

- 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 during after-school hours. 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 (during the academic year)**

Regular tutoring is available to students on a daily basis after school. Tutoring may occur in an instructor's classroom, in the student home, or at a location that is appropriate for the tutoring experience. Students are encouraged to initiate contact with their teacher to request tutoring. 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. 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.

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

### **Academic Effort Study Hall – Academic Success Tutoring (during the academic year)**

Our goal at Senior Hall is to provide each student with the opportunity to be successful in every academic course. Success is generally achieved via hard work and a commitment to completion of homework assignments/projects and good academic scores on tests/quizzes. Students who do not put forth the appropriate amount of effort (e.g. they do not complete homework assignments/

projects) will be placed into an Academic Success Tutoring from 3:15-4:30. The purpose of Academic Success Tutoring is to provide students with additional time to complete academic work in a quiet and supportive environment. Students who are in danger of failing a course are typically assigned to attend Academic Success Tutoring.

### **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 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 an F in no more than one subject. This will provide teachers, houseparents, and students with a weekly update on student academic progress.

### **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 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.

### **Senior Division**

- 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, and Social Studies. 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.

**Retention: All Levels**

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

**Department Responsible: Senior Division Scholastic Office**

# GENERAL INFORMATION

## **CHARTER BUS GUIDELINES AND INFORMATION**

Due to the COVID-19 pandemic MHS does not plan on offering charter buses during the 2020-21 school year. The School will continue to monitor the pandemic and may offer charter buses later in the year if appropriate.

**Department Responsible: Program Support Services**



## GRADUATE PROGRAMS FOR SUCCESS

### Statement

- A. To help students overcome uncertainty and persistently navigate each step on their paths to success, Milton Hershey School developed the Graduate Programs for Success (GPS) Division to enhance the school's individualized support for students in high school as well as for graduates who are entering college, technical and apprenticeship 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 program to accomplish their goals.
- B. 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 10<sup>th</sup> grade Legacy to Lead course as well as the 11th and 12<sup>th</sup> grade seminar courses. These course offerings are designed to assist students in becoming college and career ready!
- C. Following graduation, young alumni are paired with MHS support specialists who serve as their postgraduate support system. Support 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, an apprenticeship program or the military.
- D. To provide comprehensive support throughout each transition, the GPS Division is strengthening the connection between MHS and select colleges, universities and technical schools. Support specialists meet with school representatives and form direct lines of communication about collaborative ways to support MHS graduates. If your student chooses to attend college, we highly recommend sending them to a partner school that works closely with MHS.
- E. 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 Career Counselor for guidance and support.
- F. Every fall a report will be sent to houseparents and parent/sponsors of 10th, 11th and 12th graders providing updates regarding their child's postgraduate plan progress.

Please see our qualifications below.

<b>After high school my student's goal is to:</b>	<b>In order for GPS to approve this goal, your student needs to:</b>
Enter the <b>military or world of work</b>	Be on track to successfully complete their graduation requirements and meet the external requirements of the program they are applying to
Earn a <b>diploma, certificate or associate's degree</b>	Have at least a 75% cumulative average by the end of 11 <sup>th</sup> grade
Earn a <b>bachelor's degree</b>	Have at least an 83% cumulative average by the end of 11 <sup>th</sup> grade and a minimum SAT score of 1000  Please know, that if your student has an SAT score below 1000, they will need to have a higher cumulative GPA
Earn a <b>bachelor's degree at a highly competitive college</b>	Have at least a 94% or greater cumulative GPA by the end of 11 <sup>th</sup> grade and a minimum SAT score of 1100

*(See GPS Plan Qualification Process document which is sent home every fall)*

### **Continuing Education Scholarship (CES)**

#### **Statement**

In order to have CES monies released, students must have an approved postsecondary GPS Plan.

The Deed of Trust (Section 21) describes the Continuing Education Scholarship Program as "...a system of premiums and rewards dependent upon good behavior, character, and proficiency..." In order to accrue scholarship monies, students must demonstrate good behavior, character, and proficiency by maintaining satisfactory grades and behavior throughout their high school career.

***Please note, the terms and conditions related to CES are subject to change without notice, from time to time, at the sole discretion of Milton Hershey School.***

#### **How much is the scholarship worth?**

<b>Grade</b>	<b>% of Total CES</b>	<b>Class of 2020 &amp; After CES Accrual Potential</b>
9	5%	\$4,750
10	10%	\$14,250
11	30%	\$28,500
12	50%	\$47,500
		<b>Total: \$95,000</b>

**In order to accrue the FULL CES in a given year, what does my student need to do?**

- Student earns, at minimum, an 80% cumulative GPA for the year
- Student may not earn more than 50 demerit points for the year (school and home life combined)
- Student may not earn a Level IV discipline infraction within the year

**In order to accrue HALF of the CES in a given year, what does my student need to do?**

- Student earns between a 75% - 79.99% cumulative GPA for the year
- Student may not earn more than 50 demerit points for the year (school and home life combined)
- Student may not earn a Level IV discipline infraction within the year

**How might a student NOT accrue a given year's scholarship?**

- Student falls below a 75% cumulative GPA for the year
- Student earns more than 50 demerit points (school and home life combined)
- Student earns a level IV discipline infraction within the year

**How do students get approved to access and maintain their scholarship?**

- Have an approved postsecondary GPS Plan – students must meet the GPA and SAT requirements of pursuing a particular degree by the end of their Junior year.
- If pursuing postsecondary education, student must:
  - Complete all necessary financial aid paperwork (state, federal and institutional)
  - Take out \$2500 in subsidized student loans/year for all years enrolled in college. MHS will repay these annual \$2500 student loans **IF** the student still has CES money remaining **AND** they graduate from postsecondary school.
  - The release of accrued CES funding is at the sole discretion of the School and is contingent on the application of a financial means analysis, as applied by the School, to determine the needs of the parent/sponsor and student to meet the costs of postsecondary education.
  - Maintain at minimum a 2.0 GPA per semester and meet the required credit criteria threshold (12 credits/semester for a 2-year college and 15 credits/semester for a 4-year college).
  - In order for the CES department to pay a graduates' tuition room and board, graduates must submit paperwork to the CES department in a timely manner at the end of every semester. Not submitting this paperwork in a timely manner could result in graduate having to fund the upcoming semester on their own.
  - Any changes to a graduates' GPS Plan must first be approved by the GPS Plan Review Committee. Failure to go through the proper approval process could result in CES not being released.

- In order to maintain CES, graduates must continue their good behavior, character, and proficiency.

**Department Responsible: Graduate Programs for Success**

## INTERNATIONAL AND DOMESTIC LEARNING EXPERIENCES

### International Learning Experience

**Update: At this time our ILE program has been suspended until Spring 2021. In Spring 2021, we will re-evaluate the global COVID-19 pandemic to determine the possibility of future ILE trips.**

Students have the opportunity to learn and travel abroad during their 9th to 11th grade years. Our International Learning Experiences (ILE) provide opportunities for students to investigate global issues, gain cultural appreciation, and challenge students to share what they learn with the community. The goal of the program is to help students become global citizens as they embrace the challenges of the 21st century. Previous tours were to Europe, Central America, South America, South Asia, and West Africa.

Students can apply for international tours in the Fall semester. The application process starts with students getting approval to apply from sponsors. Once students have sponsor approval, the application involves expressing interest in writing, an interview, review of academic and behavior records, and successful completion of all required paperwork.

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.

### Domestic Service Learning Experience

**Update: At this time our DSLE program for 2020-2021 has been suspended. In Spring 2021, we will re-evaluate the global COVID-19 pandemic to determine the possibility of future DSLE trips.**

Students have the opportunity during YRE Weeks 1,2, and 3 to participate in a Domestic Service Learning Experience (DSLE) in Fayette County, PA. This experience provides our rising 9<sup>th</sup> to 11<sup>th</sup> grade students the opportunity to give back as we partner with organizations in Fayette County to provide sustainable and meaningful assistance. Students return from this experience empowered to address the local challenges they see in their own communities.

Students are able to apply for service trips throughout the school year. The application process includes attending an Interest Meeting, submitting an application, review of academic and behavior records, and successful completion of all required paperwork. Any student interested in participating must get sponsor approval before applying.

Once students are selected, they are required to participate in training sessions related to the trip. Upon their return, students are expected to use their new experience to be active citizens to give back to their community at home and school.

Updated: July 2020

**Department Responsible: Curriculum & Instruction**

## INTERPERSONAL RELATIONSHIPS

### Statement

As part of healthy development MHS provides students with guidance and high expectations that govern interpersonal relationships. Parents/sponsors should contact their student's houseparent or the student themselves to discuss as needed.

### Details

#### A. General Dating Guidelines

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

#### B. Public Displays of Affection

- Inappropriate public display of affection (PDA) is not permitted on Campus or any MHS sponsored events.
- 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.

#### C. Sexual Relationships

1. MHS supports and educates students based on MHS Student Sexual Health Policy that strongly embraces and promotes abstinence.

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

## PERSONAL AND PROHIBITED ITEMS SUMMARY

### Statement

Limited space and the safety of our students and staff restricts students from possessing too many personal items and/or specific prohibited personal items. Students and parents/sponsors are required to discuss with the houseparents or Transitional Living staff what items they may possess and/or plan to bring to the student home or Transitional Living facility.

### Details

The following items including but not limited to are prohibited. There may be additional items not listed or added at any given time:

1. Personal vehicles
2. Personal laptops/TVs
3. Any type of weapon, including pocket knives or look-a-like weapons
4. Ammunition
5. Fireworks
6. Cell phones are only permitted for Senior Division students (grades 9 – 12) with approval and signed parent/sponsor permission form.
7. Hover boards
8. Drugs/drug paraphernalia, alcohol, tobacco/e-cigarettes, and vaping devices
9. Personal medications, vitamins/supplements, and over-the-counter medications are not permitted unless approved and authorized by the School's medical staff.

Questions about specific items can be addressed by your student's houseparents and/or Transitional Living staff.

All approved personal items must be clearly marked with the student's name. The School is not responsible for loss, damage, or theft of personal items.

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.

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



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

### **Statement**

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 Programs and Student Safety**

## STUDENT HEALTH SERVICES

### Behavioral Services

#### Statement

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 breaks and 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 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, Assistant Director of Psychological Services: 717.520.2503

Dr. Erica Weiler-Timmins, Director of Psychological Services: 717.520.2635

## **Senior Managers, Student Health Services/Social Work**

### **Statement**

The Social Work program provides a variety of specialized services to MHS students. These include transition services to help students locate medical, counseling and specialized educational programs when they return to their home communities. Licensed social workers assist students who are receiving public service programs (such as cash assistance, medical assistance, social security, disability and social security survivor's benefits) in continuing to receive these benefits or applying for eligible benefits.

If a student has an identified disability or special need outlined in the student's Accommodation/ADA Plan, social workers are part of the team that ensures the student receives the necessary assistance.

Each Division has a Senior Manager of Student Health Services that provide oversight and leadership to the Divisional Student Health Services teams.

### **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. Additionally, Senior Managers facilitate a referral system to ensure students are connected to services.

### **Primary contact:**

Chris Rich, Senior Manager, Student Health Services (Elementary Division): 717.520.3310  
Heather Teter, Senior Manager, Student Health Services (Middle Division): 717.520.2264  
Cindy Kelly, Senior Manager, Student Health Services, (Senior Division): 717.520.2267

## Dental Services

### Statement

Dental Services promotes 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 to encourage daily homecare. We promote cavity prevention based on each student's individual cavity risk by providing initial assessments, cleanings, regular check-up visits, and using preventive measures such as fluoride supplementation for elementary-division students, 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, Pedodontic, 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 11<sup>th</sup> grade to determine the need for wisdom teeth extractions. During the spring of the student's 11<sup>th</sup> grade year, parents/sponsors of those students with determined need will be sent paperwork and treatment consent. Indications for wisdom teeth extractions at MHS may include: chronic pain, infection, or pathology. Treatment consent for planned wisdom teeth extractions must be properly completed and returned by the parent/sponsor before a specialty appointment is scheduled. A surgery date is selected with the Dental Office Coordinator and 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 treatment compliance, and excellent or good oral hygiene. Students entering MHS after 8<sup>th</sup> grade are not eligible for orthodontic treatment due to time constraints in completing treatment prior to graduation. Cosmetic orthodontics (crooked teeth or gaps but otherwise having a functional bite), orthognathic surgery, and candidates demonstrating consistently poor oral hygiene will not be orthodontically treated at MHS.

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

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

**Primary contacts:**

Dr. Denise Alston, Director of Dental Services: 717.520.2745

Dr. Lawrence Coffin, Dentist: 717.520.2701

Lori Herr, Dental Office Coordinator: 717.520.2847

## **Drug and Alcohol Services**

### **Statement**

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:**

Chris Rich, Senior Manager, Student Health Services (Elementary Division): 717.520.3310

Heather Teter, Senior Manager, Student Health Services (Middle Division): 717.520.2264

Cindy Kelly, Senior Manager, Student Health Services (Senior Division): 717.520.2267

## Medical Services

### Statement

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 Medical/Nursing Services: 717.520.2185

Linda Breisch, Assistant Director of Nursing: 717.520.2176

Dr. Jen Wallace, Lead Physician: 717.520.2379

Supervisor 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**

### **Statement**

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**

### **Statement**

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, Assistant Director of Psychological Services: 717.520.2503

Dr. Erica Weiler-Timmins, Director of Psychological Services: 717.520.2635

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

Chris Rich, Senior Manager, Student Health Services (Elementary Division): 717.520.3310

Heather Teter, Senior Manager, Student Health Services (Middle Division): 717.520.2264

Cindy Kelly, Senior Manager, Student Health Services (Senior Division): 717.520.2267

## **Psychological Services**

### **Statement**

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 Assistant Director or Director of Psychological Services or Senior Manager, Student Health Services. Middle and Senior Division students can submit self-referrals at their respective school buildings. All referrals are reviewed by the Assistant Director or Director of Psychological Services to determine which service would best meet the needs of the student.

### **Primary contacts:**

Dr. Mike Valle, Assistant Director of Psychological Services: 717.520.2503

Dr. Erica Weiler-Timmins, Director of Psychological Services: 717.520.2635

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

Chris Rich, Senior Manager, Student Health Services (Elementary Division): 717.520.3310

Heather Teter, Senior Manager, Student Health Services (Middle Division): 717.520.2264

Cindy Kelly, Senior Manager, Student Health Services (Senior Division): 717.520.2267

## **Medications**

### **Statement**

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 Medical/Nursing Services. Senior Division students carry inhalers and Epi-Pens once medical training and education is completed. 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 Medical/Nursing Services: 717.520.2185

Linda Breisch, Assistant Director of Nursing: 717.520.2176

Dr. Jen Wallace, Lead Physician: 717.520.2379

Supervisor 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

**Department Responsible: Student Health Services**

## 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.

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

## **YEAR ROUND EXPERIENCES**

### **Statement**

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 the YRE Program 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
- Enhancing academic skills
- Opportunities for STEM & Career pathway immersion programs
- Opportunities for career exposures
- Providing applied work experiences
- Contributing to wellness and a healthy lifestyle
- Recreational outdoor fun activities
- Domestic Service Learning Experience opportunities (suspended until Spring 2021)

### **Campus Breaks (Breaks or Long Weekends) Programming**

Any student that chooses to take advantage of the Year Round Experience Program during campus breaks or long weekends will participate in available YRE programming. Program offerings during breaks and long weekends are shared with students and houseparents. Houseparents have the opportunity to discuss student plans prior to any break or long weekend.

### **Summer Programming**

Any student that chooses to take advantage of the Year Round Experience Summer Program will participate in a variety of activities. Summer Programming is held for six to eight weeks starting mid-June to the beginning of August. Program offerings during summer are shared with students and houseparents. Houseparents have the opportunity to discuss student plans prior to the start of summer programming.

Updated: July 2020

**Department Responsible: Year Round Experience**