

THE
SEVEN
HILLS
SCHOOL

**FAMILY
HANDBOOK**

Last Revised 06/13/2022

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I. Introduction

Welcome

This Family Handbook (“Handbook”) has been prepared to help you understand The Seven Hills School’s (“Seven Hills” or the “School”) policies and practices. The contents of this Handbook are presented as a matter of information only. This Handbook is not a complete listing of all School policies and practices. It is instead an attempt to provide the most useful information regarding student affairs and academic life, based on the questions most often asked and the issues most often in need of clarification.

All students and parents must conform to the policies, practices, and procedures of the School. All students and parents are required to read and become familiar with the provisions of this Handbook. The Head of the School will respond to any questions you may have regarding it, after you have reviewed it.

II. Our Guiding Principles

1. Our Seven Values

At Seven Hills, we believe that who you are is just as important as what you know. We seek to create a close, cohesive community where students are encouraged to become their best selves, both as students and as people. These are the values which we at Seven Hills strive to instill in our students:

- striving for excellence
- respect for others and appreciation of diversity
- kindness, caring and compassion
- honesty and integrity
- fairness and justice
- personal responsibility and accountability
- commitment to community

2. Mission Statement

Seven Hills engages hearts and minds, guiding students to cultivate their unique capacities and preparing each for a meaningful role in a rapidly changing world.

3. Commitment to Equity and Justice

Guided by our mission and values, The Seven Hills School is committed to preparing its students to play an active role in making the world a more just and equitable place. Accordingly, we seek to build and sustain a learning community that is equitable, inclusive, and diverse in the broadest possible sense: with respect to race, gender, religion, ethnicity, socio-economic status, sexual orientation, physical ability, family composition, learning style, political opinions, as well other characteristics, abilities, and perspectives that contribute to one’s view of the world.

We seek, also, to provide rich learning experiences that help students understand themselves and others, cultivate cultural competency, and explore complex issues of equity and justice. Our goal is to foster in our students the habits of mind and heart they will need to thrive in a complex, pluralistic, and interconnected global community.

We are, therefore, committed to:

1. Enrolling a diverse student body, from a wide variety of backgrounds, whose varied perspectives can enrich our learning community.
2. Attracting and retaining a more diverse board, faculty and administration.
3. Sustaining a supportive and inclusive school culture that affirms and values the uniqueness of each individual, honoring our differences while embracing shared values.
4. Seeking continuous feedback to better understand the experiences of stakeholders from diverse backgrounds and using it to challenge and refine our own practices.
5. Encouraging all members of the community to explore honestly their assumptions and biases and to modify them when appropriate.
6. Training our teachers to recognize and respond to a wide range of needs and learning styles among our students and to use inclusive and culturally responsive pedagogies.
7. Ensuring equitable access to all of the school's programs and enabling all students to thrive academically, artistically, athletically, socially, and emotionally.
8. Exposing students to a varied, multicultural curriculum that explores the rich diversity of human experience and gives all students chances to see themselves in what they read and study.
9. Enriching the curriculum to provide experiences – both in and out of the classroom – that deepen students' understanding of the world and foster informed and engaged citizenship and service to others.

In pursuit of these goals, the Board of Trustees commits to providing on-going strategic direction and oversight, allocating the resources necessary to ensure continuing progress, and holding itself, as a governing body, to the highest standards of diversity, equity, and inclusion.

Adopted by The Schools Council and The Board of Trustees, May, 2021

4. Educational Philosophy

Our Approach to Teaching:

- We believe that learning should be engaging and relevant.
- We use teaching methods designed to ensure that students acquire the intellectual and social skills they need to thrive in an increasingly complex global community.
- We focus not only on the acquisition of knowledge, but on inquiry, discovery, and the application of skills to meaningful problem solving.
- We teach students to make choices, to manage their time, to think critically and creatively, and, above all, to take responsibility for their own learning.

- We are committed to exploring educational best practices and to adapting our instructional methods to advances in technology and developments in the world.

Our Environment for Learning:

- We believe that students learn best when they work in an atmosphere of open inquiry and mutual respect.
- We believe that the School should provide a safe, supportive, and challenging environment, with clear goals and high expectations for student achievement and conduct.
- We believe that education is relationship-based and that students learn best when teachers fully understand the interests, motivations, and individual learning styles of each of their students.
- We believe that the School should provide the widest possible range of opportunities for students to explore personal interests and develop individual talents.
- We believe that extracurricular and athletic activities should be open to all students who wish to participate, regardless of their innate ability.

Our Commitment to Character:

- We believe that the School, in partnership with our families, plays a critical role in helping students develop character and core values.
- We strive to nurture the intellectual, aesthetic, moral, and social skills our students will need to become engaged citizens and responsible leaders.
- We see our teachers, administrators, and staff as role models, mentors, and collaborators, engaging with students in meaningful and mutually respectful ways.
- We value individuality and believe that a rich diversity of backgrounds and perspectives enriches our community.
- We encourage students and faculty to be actively involved in their communities, making us all more aware of the needs of others.

5. What You Can Expect from Our Teachers

Seven Hills teachers play a critical role in helping the School fulfill its mission and in creating an educational environment that promotes the Seven Hills Values. Teachers are expected to uphold the School's mission and to know and maintain the standards of conduct that are enumerated in the Employee Handbook, the Faculty Supplement, and the Family Handbook. All teachers have an obligation to model, through both language and behavior, the values and expectations we have as a school, being especially conscious of their actions at times and in places when students can observe them.

In addition, Seven Hills teachers also display the following qualities:

- **Teaching Competency:** Each Seven Hills teacher is highly competent in his or her subject area, has a clear teaching philosophy, compatible with Seven Hills philosophy and values, understands and tailors approaches to developmental needs and individual learning styles, sets high standards for self and students, and is organized, prepared, and disciplined in all responsibilities.
- **Energy and Capacity:** Each Seven Hills teacher demonstrates a passion for teaching, sustains a high level of energy and work ethic, regularly reviews content, teaching methods, and the organization of teaching material, and communicates enthusiasm for students, for teaching, and for the subjects taught.
- **Maturity:** Each Seven Hills teacher is confident, emotionally and socially stable; demonstrates a zest for life and a sense of humor; works well with teaching colleagues, parents and administrators; treats all members of the community with kindness, respect, honesty and fairness; and addresses problems and conflicts with honesty and integrity.
- **Engagement:** Each Seven Hills teacher is fully engaged in the community; attends faculty meetings, parent conferences, assemblies, and special school events, as required; proactively supports students outside of class hours; is available for consultation with colleagues, students, and parents; and assumes an equitable share of roles beyond the classroom (e.g. coaching, advisory, or extracurricular roles).
- **Relating with Students:** Each Seven Hills teacher demonstrates a genuine love of kids, engenders respect and eagerness to learn, is experienced with the age range, and establishes positive, supportive relationships with students, while maintaining, at all times, appropriate boundaries.
- **A Growth Mindset:** Each Seven Hills teacher demonstrates a passion for learning, looks for new ways to reach students or hone one's craft, seeks feedback, recognizes emerging problems and seeks to resolve them, learns from successes and mistakes, and takes an active role in planning and implementing periodic strategic enhancements to the school program.
- **Teamwork:** Each Seven Hills teacher works collaboratively with diverse people to achieve shared goals, volunteers for and actively participates in School activities beyond the classroom, and helps other teachers and staff contribute fully and continually develop.

6. What We Expect from Our Students

Seven Hills provides students with extraordinary opportunities to learn and to grow. In order to take full advantage of opportunities, we expect all students to invest themselves as fully as possible in the learning process. Obviously, this means different things at different ages, but in general we expect students to be:

- **Prepared:** We expect students to come to school fully prepared to learn. They should have completed necessary preparation before classes start and come to class with all the necessary materials, ready and organized.

- **Engaged:** We expect students to be actively engaged in their own learning process. They should be focused and attentive and participate actively in classroom discourse and in all learning activities.
- **Proactive:** Students have different talents and abilities and some learning tasks will come easily to them; others will require more time and dedication. When students encounter challenges, we expect them to ask questions and to seek help from their teachers and learning support specialists and from peers, where appropriate,. Over time, we expect students to develop a thorough understanding of their own strengths and weaknesses as learners and the ability to learn from errors and to advocate for themselves.

7. The Role of Parents

To ensure that students learn as effectively as possible, Seven Hills seeks an active working partnership between parents and the School. The role of parents and guardians in this partnership requires their understanding and support of the School, its mission, its programs, its policies and procedures as outlined in this Handbook, and its faculty and staff.

We hope that as situations arise that may affect a child's learning or wellbeing, parents will inform teachers or, when necessary, school administrators. Similarly, parents can expect that teachers will provide regular feedback about their children's academic progress. It is our hope that, where age-appropriate, parents will help their children process this feedback and apply teachers' suggestions to enhance their learning.

In the Lower Schools, some parents may be more actively involved in monitoring their children's progress, ensuring that children have appropriate time, space, and materials to work and that they are developing effective study habits and clearly understand teachers' expectations. If students do require regular help from parents or outside tutoring to complete their academic work, we expect families will inform the School so that we can develop an accurate sense of the student's current skill level. As students mature into the Middle and Upper Schools, however, we expect they will take much greater ownership of their own responsibilities.

At all levels, when issues arise, we expect all parents to work with the School in an open, cooperative way to help resolve them in the best interests of their child.

8. Statement of Academic Honesty

In general, students are expected to do their own work and to give credit when using the work of others. Students should assume that, unless they are told otherwise, the work they submit as their own, on assignments, tests, quizzes, and projects, should be done independently without the assistance of others. If they do, at any point, receive assistance from another student, a parent or tutor, or any other outside source, they should honestly acknowledge their reliance on that outside help. See "Academic Life" for more information.

9. Philosophy of Discipline

While Seven Hills expects students to be guided by and behave in accordance with the School's values and rules, we also recognize that making and learning from mistakes is part of an education.

Seven Hills' disciplinary system tries to make such learning possible by responding to breaches in conduct with as much predictability, fairness, and clarity as possible and by giving students ample opportunity to reflect on the impact of their conduct on themselves or on other people.

10. Expected Student Behavior

At Seven Hills, student behavior is guided by our school values. As members of our community, students are expected to know and follow the rules and regulations outlined in the Family Handbook. They are also expected to live by the values of our community and to act according to those values, *even in the absence of a specific rule*. Listed below are some examples of how the Seven Hills Values translate into some expected behaviors. This list is not conclusive or exhaustive.

Personal Responsibility and Accountability/Pursuit of Excellence

- Follow the School's dress code, without testing the limits.
- Avoid distracting other students or making it harder for them to learn.
- Be polite to all members of the community.
- Be where you are expected to be at all times.
- Arrive on time for all obligations and be ready to participate.
- If you have to miss an appointment or obligation, tell an adult.
- Do not leave campus without permission.
- Don't go into areas that are unsupervised by an adult.
- Do your work and fulfill your extracurricular obligations on time and to the best of your ability.

Commitment to Community/Fairness and Justice

- Treat others as you would like to be treated.
- Do not take advantage of other people.

Safety

- Do not attempt to or bring weapons to school.
- Do not attempt to or bring drugs, alcohol, tobacco, or e-cigarettes/devices to school.
- Do not threaten others, either verbally or physically.
- Do not fight.
- Avoid risky physical behavior that might hurt you or others.

Respect for School Property and Property of Others

- Do not steal or borrow others' property without permission.
- Do not vandalize or deface property.

- If you break something, tell a member of the School administration or faculty.
- Do not litter or leave messes for others.

Respect for Others/Appreciation of Diversity/Kindness, Caring, Compassion

- Refrain from bullying, harassment, or intimidation in violation of the School’s policies.
- Avoid embarrassing or humiliating others.
- Refrain from provocative or obscene language.
- Listen respectfully to others, even when you don’t agree.
- Don’t talk unkindly about other people, to them or behind their backs.
- Anticipate others’ needs and try to help them.
- Try to connect with people who are different from you.
- Learn about challenges people face, both at school and in the world, and try to help.

11. Dress Code

The School’s guidelines for student dress are not meant to be oppressive or to stifle individual expression. Instead, they are designed to ensure that students will dress appropriately for school. Just as parents’ work clothing may or may not be interchangeable with their “dress up” or recreational wardrobes, so students’ closets may contain items which are not appropriate for School. For example, students may not wear to school t-shirts that bear inappropriate or harassing slogans or that advertise drugs, cigarettes or alcohol. When questions arise regarding appropriate dress, the faculty and administration will make the final decision as to what is proper/acceptable student attire. Other clothing questions, which arise each year as fashions change, will be answered in light of whether the clothing or accessories in question affect the School community and classroom environment.

Infractions of the dress code will be dealt with by the faculty and administration. If a student violates this policy, the student may be asked to wear appropriate clothing provided by the School over their own clothes or parents may be asked to bring appropriate clothing to School before the student will be admitted to class. Repeated violations may result in the student serving an after-school detention or being sent home.

Doherty students should see specific uniform requirements on the Stinger Central part of the website, my.7hills.org. Upper School students should see the dress code and dress-up days document that the Dean of Students issues at the start of the school year.

12. Disciplinary Procedures

We recognize that our students are still learning important life lessons as they progress through school. The ability to reflect on one’s mistakes is a powerful tool to help in making better decisions in the future. The most powerful consequences are often natural consequences arising as a result of the choices students make. At Seven Hills, adults work directly with students to resolve issues, discuss behaviors, and help them learn to grow. However, seriously inappropriate acts, or patterns of inappropriate conduct or behaviors, as determined by the sole judgment of the administration, can require a direct and immediate response. Serious violations of the School’s values, policies and procedures may result in disciplinary action up to and including suspension and/or possible expulsion from the School.

The School reserves the right to take disciplinary action both for incidents that occur on our campus as well as for ones that occur outside of school hours, off-campus, or online that violate the spirit and intent of our policies and is negatively affecting the day-to-day interaction of students.

The age of the child also determines the appropriate disciplinary procedures. Please see the divisional sections for more specific age-appropriate information.

III. Academics and Student Life

1. The Seven Hills Method

Though Seven Hills takes pride in offering teachers a great deal of independence in the pedagogical approaches they employ in their classrooms, the administration and faculty have developed a list of preferred pedagogies that, we believe, are most conducive to producing the habits of mind and of heart that are enumerated in our Portrait of a Graduate. Collectively, these approaches are called “The Seven Hills Method.”

The School devotes considerable resources to providing professional development and curriculum renewal grants aligned with The Seven Hills Method. Teachers are expected to be familiar with the following pedagogical approaches, and to employ them as fully as possible, given the age of their students and the requirements of their discipline:

- We pose engaging questions that foster students’ passion for learning.
- We focus on content that engages students in compelling global issues.
- We design complex tasks that build logic, critical thinking and problem-solving skills.
- We structure learning activities that require creativity, independent thought and innovation.
- We design opportunities for meaningful collaboration.
- We craft opportunities for skilled and confident communication in a variety of media.
- We emphasize the use of technological tools for research, analysis, and communication.

2. Approaches to Teaching

The Seven Hills Method implies a school-wide commitment to research-based approaches to content selection, instructional, and assessment methods. The list below delineates some of those approaches.

Selection of Content

- Less Teacher Directed/More Student Driven
- Less Teacher Chosen/More Aligned with Student Interest
- Less Siloed/More Integrated and Interdisciplinary

Learning Activities and Assignments

- Less Content/More Skills Development and Application
- Less Presentation/More Inquiry and Discovery
- Less Whole Group/ More Collaborative Learning and Teamwork
- Less Uniform Tasks/More Interest-Driven

Assessment

- Less Uniform and Imitative/More Varied and Original
- Less Created for Teacher/More Created for Authentic Audience
- Less Summative/More Formative Feedback

3. Academic Honesty

In general, students are expected to do their own work and to give credit when using the work of others. Students should assume that, unless they are told otherwise, the work submitted as their own, on assignments, tests, quizzes, and projects, should be done independently without the assistance of others. If students do, at any point, receive assistance from another student, a parent or tutor, or any other outside source, they should honestly acknowledge their reliance on that outside help.

Our community is grounded in integrity, and academic dishonesty therefore undermines our core identity. While there are many forms of academic dishonesty, the following list includes some of the more common kinds of unacceptable academic behaviors:

Receiving, using or having access to unauthorized aid.

Examples include:

- Using unauthorized notes or other study aids during an assessment.
- Using unauthorized technology during an assessment.
- Not putting away notes, course materials, and study aids during an assessment so that they are accessible or are possible to view.
- Looking at or copying another student's work during an exam or in completing a school assignment.
- Attempting to communicate with other students in order to get help during an exam.
- Obtaining an examination prior to its administration.
- Altering one's own graded work and submitting it for re-grading.
- Submitting someone else's work as one's own. This could be a classmate's work, material from the internet, or work from any other source.
- Submitting for credit work done in another class or school without the instructor's permission.

Giving Unauthorized Aid

Examples include:

- Allowing other students to look at one's own work during an assessment or in an assignment where collaboration is not allowed.
- Unauthorized editing or revising of another student's work.
- Failing to take reasonable measures to protect one's work from being copied by others.

Plagiarism

Plagiarism is "the representation of another person's work as one's own, or the attempt 'to blur the line between one's own ideas or words and those borrowed from another source.'" (University of Rochester) It is usually quite obvious when one uses the words of another and must credit them; in the previous sentence, for example, the words taken from another source appear in quotation

marks. It can be far less clear when ideas are involved. Students should therefore ask for assistance in determining whether they need to credit an idea.

In general, the following guidelines should prevent plagiarism:

- **Identify sources** for all words and ideas not your own and not common knowledge.
- **Submit only fresh work:** You must not submit work for one assignment which was done for another assignment (even by you) unless the teacher understands and agrees.
- **Submit only your work** and not that of others who may have helped with the assignment. Teachers can help clarify the line between getting legitimate help from others in the way of guidance or clarification and excessive assistance which would involve using someone else's ideas or language.
- **Ask your teacher before** you turn in your work if you have any doubt about whether what you are doing is correct.

These are merely examples; this list is not conclusive or exhaustive.

4. Homework

Homework is an important part of our students' educational experience, providing an opportunity for independent reinforcement of skills that are taught in class as well as practice in organization, responsibility, and long-term planning.

It is our expectation that the homework assigned will be thoughtfully designed to be meaningful, engaging, and reasonable. In assigning homework, teachers should provide adequate lead time and support so that assignments can be successfully completed in the time allotted. Teachers should also be mindful of the other competing demands upon their students' time so that the workflow at any given time isn't overwhelming.

In the Middle and Upper Schools, all homework assignments should be posted on Schoology in advance and should be due only on days that their class section actually meets. This will ensure that students leave class and school each day knowing what they are expected to do for the next class, which will help them to plan and organize their time.

Homework Guidelines

Clearly students, even at the same grade level or in the same courses, will work at very different paces, so there is likely to be a good deal of variation in how long an assigned task will take to complete. That said, the following chart outlines the general expectations about how long students can expect to spend on homework in each division and grade level.

Grade Level:	Estimated Homework:
Lower School	Lower School homework is assigned by teachers in a developmentally appropriate manner.
Middle School (Grade 6)	1½ hours of homework per day, plus additional time for independent reading.

Middle School (Grades 7-8)	2½ hours of homework per day, plus additional time for independent reading.
Upper School	Varies based on credits, classes, and course schedules.

5. Assessment

Because Seven Hills serves students with a wide variety of learning styles, it is our expectation that teachers will provide a sufficient variety of assessments to give students with different strengths ample opportunities to demonstrate their learning.

In general, students will not have more than two (2) major assignments (papers, reports, etc.) due on the same day, and teachers will make a good faith effort to avoid setting due dates for major assignments that conflict with other major assignments. Students with more than two (2) major assignments scheduled for the same day may request that one of these assignments be moved. Teachers will try, when possible, to accommodate these requests. For more information, please see page 58.

In Middle and Upper School, all tests, whether administered in the classroom, study hall, or elsewhere, must be supervised by a faculty member or School staff member for the duration of the test, without exception.

The School may modify testing and/or homework loads and due dates around major religious holidays, particularly those that occur when school is in session or for other good reasons.

On an individual basis, students should consult with teachers if any major religious holiday, other major event or other good reason creates difficulties with tests or homework.

6. Grading and Reporting

The goal of grading is to help students begin to take more direct responsibility for their academic obligations and expectations, and to keep students and parents informed, on a timely basis, of these academic obligations and expectations. The Upper and Middle Schools provide report cards quarterly and the Lower Schools provide reports on a trimester basis.

Grading Systems

Lower School

Grading in the Lower Schools is individually and developmentally determined. Students are assessed based on their own progress related to grade level expectations. The Lower Schools report on progress three times a year in grades K-5. Pre-kindergarten reports are provided two times per year.

The grading scales for each division are:

Lotspeich

Pre-Kindergarten

P = Progressing steadily
I = Improvement needed
NA = Not assessed

Kindergarten – 5th grade

E = Exceeds expectations
G = Consistently meets expectations
S = Usually meets expectations
I = Improving
X = Area of concern
N = Needs improvement
NA = Not assessed
Inc. = Incomplete

Doherty

E = Excellent performance in subject
P = Progressing steadily
I = Improvement needed
NA = Not assessed

Middle School and Upper School

The Middle School and Upper School academic year is divided into four quarters/two semesters. Letter grades are given in all subject areas. Grades are based on various criteria including test and quiz scores, homework assignments, work habits, and participation in class. Individual teachers will explain to students at the beginning of the year the value given to each of these criteria in arriving at the letter grade recorded on the report card. The following chart outlines the breakdown of grades for Middle and Upper School courses:

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

If a student is experiencing difficulty in a class (generally indicated by a grade of C or below), teachers will submit a written comment so as to keep parents or guardians informed. In this spirit of open communication, teachers will also sometimes submit a written comment for students who are doing well and/or improving in a class.

7. Academic Support

At Seven Hills, we want all our students to reach their full academic potential. Since the School enrolls students with a wide range of academic abilities and learning styles, we make a conscientious effort to understand each of our students' learning profiles and to provide reasonable support and accommodations without fundamentally altering the School's programs. Each division has a Learning Support program in place to ensure success is achievable by all of its students.

As they get to know their students, teachers will familiarize themselves with the student's past records and/or consult with colleagues, counselors, or learning specialists to get a more accurate

understanding of a student's learning style. Teachers are aware of and responsive to any learning accommodations that have been recommended for any of their students.

In each division, teachers are available to help students during designated blocks of time to provide one-on-one and/or small-group help.

Learning Support Services

Students who need additional support may be served by members of our Learning Support Department. These learning specialists play a critical role in helping students to understand their own learning style and to develop effective learning strategies.

Learning specialists also serve as resources for teachers. Teachers are provided with recommendations contained in the EdStrats (educational strategy plans) that are written and revised each year for students with particular learning needs. Teachers are asked to follow the accommodations outlined in the EdStrats and to consult with learning specialists for strategies to guide students toward their full potential.

8. Social/ Emotional Support

At Seven Hills we want all students to feel known and cared for. Students tend to develop close relationships with their teachers. In addition, each division has a designated counselor who supports and leads the social emotional learning and care of our students. In the Lower Schools, the counselors provide classroom instruction as well as individual and small group support. In the Middle and Upper Schools, the counselors provide support to students and additional support is provided by a home base advisor who oversees a small cohort of students.

The Counseling Department also provides a variety of parent education programs. See the section on Creating Conversations for more information.

9. Best Point Behavioral Health

To supplement the support provided by the school's own guidance counselors, Seven Hills also has developed a partnership with Best Point Behavioral Health to offer on-site mental health services for our students on both campuses. Best Point will provide independently-licensed therapists to work with students with mental health challenges, during the school day.

Currently, the school works with two licensed therapists. Both counselors' practices are focused on providing mental health services to children and their families and they are trained to offer a range of services, including:

- Assessing behavioral problems and strengths
- Depression/Anxiety/ADHD
- Learning strategies/classroom support
- Parenting strategies
- Trauma
- Loss/grief
- Sleep problems

- Changing risky behavior
- Crisis intervention and response
- Family support/Parenting support
- Impulsivity/Aggression
- Relaxation techniques
- Referrals for additional treatment including medication
- Substance use treatment

Parents, teachers and school counselors can all make student referrals for services. Where appropriate, students can also self-refer. Families can cover the cost of therapist visits through insurance, Medicaid or private pay options.

The school counselors in each division – Angie Bieleicki at Doherty, Seraphine Schomber at Lotspeich, Dayna Sargent at Middle, and Vicky Hausberger at Upper – can help families navigate the referral process.

10. Tutoring

As outlined above, Seven Hills teachers are expected to offer extra help to their students. On occasion, some students will need additional support from a private tutor. Some receive this tutorial support at home, after school hours. In addition, Seven Hills allows private, family-hired tutors who have been vetted by the School to work on campus in a private space during the school day.

Although it is the outside tutors' responsibility to organize themselves to provide help in ways that are defined as appropriate by the School, teachers are able to provide reasonable assistance to outside tutors, when asked.

IV. The Parent/School Partnership

Seven Hills seeks an active, working partnership with its students and families. Accordingly, we feel a strong obligation to keep parents well informed, not only about children's progress, but about the school program, calendar, special events, and news.

In an era where there are so many different channels for communication, it is an-going challenge to provide information to all of our families in the way they prefer. Here is an overview of how the school seeks to keep you informed.

A. Communication Channels

1. Seven Hills External Website

For general information about the School program and curriculum, the best resource is the School's website www.7hills.org. Organized by division, the School's searchable external website provides an overview of our entire educational program including information about academic offering, athletics, arts, co-curricular, and school-wide signature programs in all four divisions.

2. The Parent Portal: My Seven Hills (www.my.7hills.org)

The Parent Portal is a password-protected section of the Seven Hills website. It is a convenient way to access personal information about your child. On the Portal you will find the Master Calendar and School Forms On-line (SFO), which contains the forms you will need to register your child for various school activities. In the Family Access Module (FAM), you can access quarterly grades and comments. On the Schoology page, you can see your child's assignments and current grades. On My Back Pack Bill Pay, you can see and pay bills. The Cafeteria link contains daily menus. For questions about accessing the Parent Portal, please contact Scott Cagle, director of technology (scott.cagle@7hills.org).

3. Schoology

Schoology, the School's content management system, is used by teachers in grades 3-12 to provide students and parents with timely information about course assignments and grades. In grades 3-8, parents are given login information directly. In grades 9-12, parents can acquire login information from their children.

4. Athletics Website

Information about Middle and Upper School athletic events (for grades 7-12) is housed on the athletics website, <http://www.gostingers.org>. There you will find team rosters, schedules, scores, news, and directions to venues.

Parents of athletes in our Lower School Athletics program will get information directly from the coach, who will provide links to league websites. However, for your convenience, registration for Lower School teams is also housed on <http://www.gostingers.org>.

5. Weekly "Blasts"

In general, the primary means of communication about upcoming school events is the weekly "Blast," which is emailed to all parents on Friday. The "Blast" features a column from the Division Head as well as reminders about upcoming divisional and school-wide events, with links to sign-up forms and permissions slips for athletics and other activities.

6. School Publications

Seven Hills produces several publications each year highlighting all aspects of our community. These publications include Seven Hills Magazine, The Buzz newsletter, Semester in Review, Seven Hills Annual Report, and Highlights. Some are mailed in hard copy; others are sent by email. All are available on the website at <https://www.7hills.org/publications-news>.

7. Parent Nights and Parent/Teacher Conferences

At the start of school each year, Parent Nights are held in all four divisions. The purpose of these evenings is to familiarize parents with the content, goals, instructional methods, and policies and

procedures of their children's course(s). Attending these events will give you a chance to get to know your child's teachers and to learn something about their classes.

All four divisions also host conference days which enable teachers and parents to meet. In Lower School, these occur twice a year, in early November and late February. In Middle and Upper Schools, formal conferences occur in early November. These meetings offer a chance for teachers to extend and amplify the comments they have recently provided in writing.

8. Contacting Individual Teachers or Administrators

In general, the easiest way to contact teachers or administrators is by email. Email addresses for all School employees are listed both on the website and in the School Directory that is published each September. The Directory also lists home or cell phone numbers that can be used if a response is time critical.

B. Visiting Campus

Parents and visitors are welcome to visit and/or observe classes, when appropriate and when it does not interfere with students' learning experience. Parents wishing to share a special activity in the classroom may schedule an appropriate time in advance with the teacher. Parents or visitors must also notify the School in advance, to request the visiting time and to request a visitor's badge. This process will help avoid confusion and lost teaching time.

Upon arrival, parents and visitors must sign in at the reception desk to receive a visitor's badge to wear while in the classroom or in the School. For security, all parents and visitors in the school must be registered in the school office and must be wearing a visitor's badge at all times while in the School.

C. Ways to Get Involved

Each year, Seven Hills parents are actively involved in hosting a series of events to support school activities and build closer relationships within the Seven Hills family. All parents are encouraged to attend these events and, as fully as possible, to volunteer to help orchestrate them. Information about these events is sent home regularly in the weekly Blast to families.

1. The Parent Community

All School parents are automatically members of the Parent Community and are encouraged to participate as fully as possible in the life of the School.

2. Divisional Parent Communities

The leaders of each of the Parent Communities coordinate a series of annual events to build community within and among the school divisions. Leaders of all four divisional Parent Communities are always looking for volunteers to assist in the planning and execution of school events. Major events coordinated by the Parent Communities include:

School-Wide

- New Family Liaisons - returning families host events to welcome and acculturate new students and their families.
- Homecoming/Fall Family Picnic - annual cookout and games hosted by the School on the Hillsdale Campus for all Seven Hills families.
- Parent Parties - usually hosted in a family home.
- Spring Celebration of the Arts (Arts Alive) - annual event hosted by the school on the Hillsdale Campus to showcase student performances in arts, music, and theater.
- Teacher Appreciation Events - parents in each division host one or two events each year to thank the faculty.

Lower School

- Doherty Carnival and Lotspeich May Fete - annual family fairs held on a Friday evening in May on each Lower School campus.
- Doherty and Lotspeich Book Fairs - parents work with a bookstore and school librarians to provide books students can purchase for independent reading.
- Doherty and Lotspeich Yearbooks - parents write, edit, layout, and publish a yearbook memorializing the events of the past school year.

Middle School

- Parent Chaperones - parent volunteers help chaperone a series of special events for students including dances, Pizza and a Play, and year-end grade-level celebrations.
- Books for Summer - annual event for parents and students, parent volunteers work with a bookstore and school librarians to provide books student can purchase for independent reading.

Upper School

- Books for Lunch - annual February visit by a renowned author who speaks to students in the morning and to parents at an off-campus luncheon.
- Graduation Committee - parent volunteers host a family reception in conjunction with graduation.

3. The Parent Community Board

Many of these events – some for students, others for parents or for families – are organized each year by the Parent Community Board, a consortium of the leaders of the School’s four divisional Parent Communities, as well as the Athletics Boosters, Arts Boosters, SNAAP, and Spirit Shop. The Parent Community Board meets regularly to coordinate events among these divisions.

4. Athletic Boosters

The mission of the Seven Hills Athletic Boosters is to make a positive difference in the lives of Seven Hills student athletes by promoting school spirit and providing financial support for the School’s athletic program. The organization is comprised of volunteers who actively support the Boosters’ objectives. Membership is automatic for all Seven Hills families.

The objectives of the Seven Hills Athletics Boosters are to:

1. Promote school spirit through numerous activities such as Homecoming, Lower and Middle School Spirit Nights, and half-time competitions and exhibitions.
2. Provide financial assistance to the Athletic Department, such as helping to fund coaches' wish lists and upgrading athletic facilities.
3. Promote participation and support for the development of athletes via fall sport clinics and camps, as well as support athletic curriculum coordination in all four divisions.
4. Recognize athletic accomplishments with Athletic Awards Nights, championship banners, and Upper School team lunches.

5. SNAAP

SNAAP, The Seven Hills Network of African-American Parents, works with the School administration to promote an inclusive school environment for students of African-American descent. SNAAP assists the School administration by organizing extracurricular activities to foster cultural awareness. They also host a series of annual events to build unity and support among African-American students and their parents.

6. The Seven Hills Spirit Shop

The Seven Hills Spirit Shop, which is staffed by parent volunteers, sells school supplies and spirit wear. The Spirit Shop is located in the lobby of the Kalnow Gym on the Hillsdale Campus and is open from 12:30 p.m. to 1:30 p.m. on most school days and on some evenings, in conjunction with major athletics events. Some inventory is also available on the Doherty Campus.

7. Substitute Teaching

The school also relies on volunteer parents to work as substitute teachers, usually in divisions where their children are not enrolled. When the need arises, substitute teachers, who have been approved by the division head, are contacted by divisional assistants and given lesson plans to implement during a teacher's absence.

D. Parent Education Opportunities

Each year, the School's guidance counselors sponsor *Creating Conversations*, a series of evening programs on issues critical to the development of young children and adolescents. These evenings provide opportunities for parents to learn from one another as well as from outside experts on a series of parenting topics.

E. Supporting the School Financially

Seven Hills seeks to provide the widest possible array of opportunities to learn and grow. To accomplish this objective, Seven Hills, like many non-profit institutions, relies on the financial support of all who support its mission. Each year, only about 80% of the School's operating income comes from tuition and fees. The remainder must come from other sources, including investment earnings and annual and capital gifts. Though Seven Hills receives generous support from

foundations, current and former employees, alumni and friends each year, the majority of support comes from current parents and grandparents.

1. Annual Giving

The School's most important fundraising vehicle is The Seven Hills Annual Fund. Contributions to the Seven Hills Annual Fund help bridge the gap between tuition income and our total operating expenses.

Contributions to The Seven Hills Annual Fund have a direct impact on students' daily experience supporting the vast array of academic, athletic, artistic, and extra-curricular programs that makes Seven Hills such an exciting place to learn.

Each year, beginning in the fall, the Development Office contacts all school families to enlist their support. School volunteers follow up by email, phone, or, in some cases, a personal visit, to answer questions and, hopefully, to secure pledges of support.

Seven Hills asks that all families support the School as generously as possible, at whatever level is most comfortable for you and your family.

2. Capital or Major Gift Fundraising

Periodically, in conjunction with its Strategic Planning, the Board will launch a capital or major gifts campaign, basically an intense effort to raise significant dollars in a specified period of time.

Capital campaigns enable institutions like Seven Hills to take a quantum leap forward, often by building or renovating campus facilities or endowing significant new programs.

Seven Hills has conducted three major capital campaigns in the last two decades. The *One-and-All Campaign* (1999-2002) raised \$25 million to build Haile Hall at Doherty and the Donovan Arts Center and the Upper School Building on the Hillsdale campus. The *Critical Assets Campaign* (2006-2011) raised \$17.6 million in new endowment for faculty salaries and for scholarships. The *Build.Connect.Inspire Campaign* (2014-18) raised \$36 million to renovate Jones and Brooks Halls at Doherty and to build the Lower Fields athletics complex, the Taft Early Childhood Center, ten tennis courts, a new four-court field house, the Schiff Center, and the renovation and expansion of the Middle School, completed in April 2022.

3. Other Fundraising

Seven Hills tries, as fully as possible, to minimize other fundraising appeals among School families. That said, parents may periodically be asked to support other endeavors. You may be asked to host a parent party or to provide food for an athletic team, a cast party, or a teacher appreciation event. The leaders of some Parent Community events, like Lotspeich's *May Fete*, the *Doherty Carnival*, or *Books For Lunch*. And you may, on occasion, be asked to support students' community service efforts with donations of food, clothing, and cash.

In addition, you are encouraged to donate used clothing, furniture, or equipment to the School's Resale Shop, which supports school operations by selling donated goods to the general public.

4. Gifts to School Employees

Though Seven Hills appreciates the generosity of Seven Hills parents and students, we would ask that families refrain from making gifts to Seven Hills employees. As a matter of policy, Seven Hills employees may not accept gifts, favors, or social entertainment of substantial value (gifts over \$100.00) from parents or students. All such gifts will be politely declined.

V. Facilities

1. School Hours

Lower School

The Lower School buildings open at 7:30 a.m. for Early Morning Care with school beginning at 8:30 a.m. At Doherty, the Kindergarten school day ends at 3:00 p.m. and Pre-kindergarten ends with multiple dismissals at 11:30 a.m., 1:00 p.m. and 3:00 p.m. For grades 1-5, Doherty's day ends at 3:15 p.m. At Lotspeich, the Kindergarten through 5th grade school day ends at 3:15 p.m. and Pre-kindergarten ends with multiple dismissals at 11:30 a.m., 1:00 p.m. and 3:15 p.m. Students are expected to be at school the entire day. Classes begin at 8:30 a.m. so students must arrive on campus with enough time to gather materials and settle in before then.

After the Bell program provides care for students in grades PK2 - 5th from dismissal through 6:00 p.m. Registration and fees are required.

Middle School

Students arrive at and depart from school by bus or private vehicles. The Middle School building opens at 7:30 a.m. with school beginning at 8:20 a.m. School will be dismissed at 3:15 p.m. Students are expected to leave campus promptly unless they are under the direct supervision of a teacher or coach.

Students who are not picked up by 3:30 p.m. and are not involved in a supervised activity (e.g. a sports practice or play rehearsal) are to register in the Middle School 6th Grade Commons for the after school *Encore Club*. There will be supervision in the Middle School 6th Grade Commons until 6:00 p.m. Those students who ride the shuttle to Doherty must be picked up when the shuttle drops off. There is no supervision for Middle School students at Doherty. If you cannot pick your child up when the shuttle arrives, your child should go to the Middle School *Encore Club* rather than ride the shuttle. Please note that parents are required to physically come into the Middle School Commons in order to sign out and pick up their child.

Upper School

The Upper School building is officially open from 7:15 a.m. to 3:45 p.m. and classrooms will be locked outside of these hours. No formal supervision is provided after 3:45 p.m. in the Upper School building except for specially scheduled events, and this supervision ends when the event ends. Students who must stay later than 3:45 p.m. are permitted to wait in Founders Hall or the

Address Art Gallery until 6:00 p.m. After these spaces are locked, students must wait for their rides outside. Persons providing rides for students are strongly urged to be prompt in collecting their riders and especially so when a student is attending an after-hours event or practice. Students who arrive early and stay late are expected to follow all School rules.

The last class of the day (fourth block) ends at 2:40 p.m., and is followed by student meetings from 2:45-3:15 p.m. These 2:45-3:15 p.m. meetings generally follow this weekly rotation schedule:

Monday: Advisory

Tuesday: All-School Meeting

Wednesday: Academic extra help

Thursday: Advisory or Class Meetings

Friday: Academic extra help

Students must attend All-School Meetings, Advisory, and Class Meetings. These sessions generally run until 3:15 p.m., but leaders or advisors may sometimes conclude the meeting and dismiss students before 3:15 p.m. Academic extra help sessions are optional, and students may leave school between 2:45 and 3:15 p.m. if they are not attending extra help.

2. Attendance

Attendance is taken daily in homerooms (Lower School) or in first block classes (Middle and Upper School). Parents are asked to contact the School if their children are going to be absent or late. The School follows up with any families who have not yet called in. Students who arrive at school late after attendance has been taken are asked to check in at the division's office so that their parents aren't called unnecessarily.

Attendance Policies

Seven Hills believes that regular class attendance by all students is crucial for academic success. The School's expectations are high, and the School takes seriously its responsibility to students and parents to make every day count. The following policies help to insure regular attendance. Please note that violations of these attendance policies may result in a disciplinary consequence such as, but not limited to, detention:

- Students will be excused from classes only for illness, emergencies, religious holidays, prearranged appointments, or very special family circumstances. A parent must call or send a note or email to the divisional office prior to a planned absence.
- If students know in advance that they will arrive late, leave school for an appointment and return, or leave early, families should notify the School ahead of time. Students must be signed out and/or signed in on a list in the office when they are leaving and/or arriving during the school day. For safety's sake, parents must meet their child in the divisional office.
- If a student will be absent, and unless a note was sent prior to the absence, parents must phone the divisional office before 8:15 a.m. Parents may also email the Upper School Office. Such notice confirms our own attendance procedures and helps assure for the safety and accountability of students. In the Lower School, the homeroom teacher **and** divisional office should both be notified.

- Please remember that it is the student's responsibility to keep up with class work and homework missed during absences.
- A student must be in school for all classes and commitments during the school day to be able to participate in any after-school activities, including rehearsals, sports practices, and games. If a student is ill in the morning and stays home from school but comes to school in the afternoon, the student will not be eligible to participate in contests or events on that day. Doctors' appointments, funerals, field trips, etc., are excused absences and students will be allowed to participate in after-school activities.
- The School asks that families plan trips to coincide with the published scheduled vacation times. On those rare occasions when an absence cannot be avoided, parents need to discuss the absence with the Division Head. Parents must not assume that individual assignments can be prepared and evaluated by teachers in these instances, and not all material covered in class can be made up. Students are responsible for gathering assignments from teachers prior to these prearranged absences.
- Excessive Absences: Students in courses which receive Upper School credit may be denied credit after 15 absences from class. The Division Head, in consultation with the teacher, will determine any denial of credit.
- Students who are absent from school for illness for more than three consecutive days should submit a note from their doctor upon their return to school.

Attendance Policies Specific to the Upper School:

- Loss of Upper School Credit due to Excessive Absences: In accordance with Ohio State requirements, students must be present for a certain amount of “seat time” in order to receive credit for any given Upper School class. Students in courses which receive Upper School credit may be denied credit after 15 absences from class. The Division Head, in consultation with the teacher and administration, will determine any denial of credit. Because of the importance of attendance and crediting, the Dean of Students or other members of the administration may intervene as a student accrues absences, such as by requiring a parent conference.
- Absences for Upper School semester exams: If a student is too ill to attend school on the day of a semester exam, they should give the Upper School office a note from a doctor.

3. Transportation

Free shuttle service between the Hillsdale and Doherty campuses is provided before and after school for students ages 5 and up. Families wishing to carpool shall contact the divisional office or consult the School Directory for zip code lists. Free yellow bus service is provided by most suburban school districts. Yellow bus schedules are mailed by the local Board of Education Transportation Department or may be picked up at the student’s district school. Students living within the Cincinnati Public School district may be eligible for bus passes on Cincinnati Metro buses. Check with Cincinnati Public School Transportation Services for further information.

The School owns vans for use in transporting students for School-sponsored events. To operate vehicles owned by the School, employees must be included on the School’s list of authorized drivers which is maintained by the Director of Transportation. The Ohio Department of Education requires employees to complete a pre-service training program to be eligible to drive a School van.

The School is responsible for students while on the School vans. Any instructions given by the driver must be followed. The following rules must be followed for the safety of everyone:

- Remain seated at all times while in the van.
- Do not talk to the driver while he/she is driving.
- Hands, arms, and head must be kept inside of the windows.
- Always cross in front of the van when getting off. It is important to cross far enough in front of the van so that the driver has a clear view.
- No objects may be thrown within or out of the van.
- Students are expected to be calm, considerate, and polite to others on the van.

4. Food Services

A variety of hot and cold foods are available for purchase in the School cafeteria. In addition, fruits, juices, and snacks are available from 7:30 a.m. until 3:45 p.m. for Upper and Middle School students. Students are allowed to purchase food at Fruit Break and before and after school as well as during the regular lunch period.

Students may charge the cost of food purchases using the School-issued student I.D. badge that is given to each student at the beginning of the year. Families will be billed monthly for any purchases made on the I.D. badge. Parents who do not want their children to charge food should contact the School's Food Service Director Jan Alford at 513-728-2420, jan.alford@7hills.org.

For health and safety reasons, food may only be consumed in designated areas in the School. No food, including gum and candy, may be brought into buildings, including the gyms, except at designated times. Numerous trash and recycling receptacles populate the campus. Students are urged to use them correctly. Birthday recognitions are not to involve food. Teachers may provide a special non-food item to recognize the student's birthday.

PreK students (and Kindergarten at Lotspeich) eat in their classrooms with monitoring by their teachers. In grades K-5, lunch duty teachers will monitor the allergen free table to be sure that there are no students sitting there with known allergens in their lunches and pass out hand wipes to students who have eaten a possible allergic food. Parents will determine if their child with an allergy will sit at the allergy table and will notify the classroom teacher.

Parents in grades 1-5 will be encouraged to send only healthy snacks (i.e., fruits/veggies/cheese) for morning snack. Snacks are provided for pre-kindergarten and kindergarten. Parents of all students are asked to make a special effort to send only nut free snacks (i.e., no foods containing peanuts or tree nuts). During snack time, a student with food containing a known allergen for another student (e.g., some students may be allergic to certain fruits or veggies) may be asked to move away from the allergic student until he/she has finished their snack.

Students in grades 6-12 will be permitted to have snacks. Snacks may need to be restricted in some areas to ensure the safety of the students with allergies.

5. Campus Parking

Seven Hills has a limited number of parking spaces. All students who drive to School, either occasionally or daily, must complete a registration form for each car driven. Forms may be obtained from the Upper School Office and shall be returned to the office by the second week of school. Student drivers are responsible for updating their forms as registrations change. Students who obtain their licenses during the year must complete a registration form before they may legally park on campus.

Students who drive to School may park only in a designated parking space in their assigned parking lot. No student is to park in the Schiff Center parking lot, outside of Founders Hall or the Kalnow Gym, or in the lanes of the driveway.

After 4:00 p.m., students in extracurricular activities may move their cars to open spaces in Lot A.

VI. Safe and Supportive Environment

A. School Community

1. Non-Discrimination

Seven Hills does not discriminate on the basis of any protected class, which applies to race, color, religion, age (40 or older), sex, sexual orientation, gender identity, national origin, ancestry, disability, military status, veteran status, genetic information, or any other characteristic protected by law.

Seven Hills is not discriminatory in the administration of its admission or academic policies, financial aid, scholarship program, or any other programs.

Any individual who believes that he or she has been subjected to discrimination is encouraged to report as set forth in the No Discrimination and No Harassment Policy.

2. Student Records

Seven Hills maintains educational files on all students. These files contain all admissions records, report cards and teacher comments, and standardized testing. Supplemental files may contain summaries of psychoeducational testing, EdStrats, and any discipline records.

3. Field Trips

Periodically, students may participate in off-campus field trips. Parental permission for these trips is given as part of the enrollment contract. Some outside providers and extended trips may require additional permission forms to be signed.

When off campus, to ensure students' safety, teachers take with them all necessary paperwork, including release forms, emergency contact information, and information about allergies and medical conditions. They take attendance regularly and know students' whereabouts at all times. In addition, at the conclusion of the trip, chaperones should remain until all students are picked up.

Even off campus, students are expected to behave in a manner that reflects the Seven Hills Values. In the rare event when student behavior warrants it, a student may be excluded from a trip, or if already on the trip, a parent may be asked to pick the student up at the location.

4. Tobacco, Alcohol, and Drug Policy

The actual or attempted possession or use of any controlled substance, such as alcohol, tobacco, vaping paraphernalia, or other drugs, during School hours, or at any School-related activity is strictly forbidden. Students who violate this policy will be disciplined as the School finds appropriate, up to and including potential suspension pending treatment or expulsion from the School.

The purpose of this policy is to establish a constructive program consistent with the philosophy of the School. When a student is in trouble with alcohol or drugs, when appropriate, the School may, in its sole discretion, provide a mechanism whereby he or she can receive the necessary help. On the other hand, the punishment of those who act irresponsibly is meant to be severe enough to protect members of the School community from the potential harm from use of illegal drugs and alcohol and act as a deterrent to others while maintaining the integrity of the School.

Any student's actual or attempted use, sale, possession, concealment, or distribution, of drugs or alcohol to another student on School premises or at any School-related function will result in immediate suspension pending an expulsion hearing.

Any student's actual or attempted possession, use, or being under the influence of drugs or alcohol on School grounds or at School-related functions will result in suspension pending a drug or alcohol evaluation and Discipline Committee hearing. Consequences for a drug or alcohol violation may include expulsion.

Coming to a School-sponsored event under the influence of alcohol is a serious violation of School rules. Students who bring guests to School events are, to a reasonable degree, responsible for them. Students who wish to bring a guest to a School dance must ask their guest to complete a form provided by our Dean of Students. Students are prohibited from knowingly bringing to a School-sponsored event a guest using or possessing drugs or alcohol. At dances and other school events – particularly in the Upper School – the School may use a breathalyzer machine, which analyzes whether one has been drinking, to screen students upon entry.

The use of tobacco and e-cigarette products is not permitted on campus.

The School also reserves the right to take disciplinary action regarding use of drugs or alcohol off campus and/or outside of school hours.

5. No Discrimination and No Harassment

Seven Hills is committed to maintaining a healthy and safe learning, living, educational, and working environment that is free from discrimination, harassment and retaliation, and to creating an environment that promotes responsibility, dignity, and respect.

This No Discrimination and No Harassment Policy prohibits discrimination and harassment of any kind on the basis of race, color, religion, age (40 or older), sex, sexual orientation, gender identity, national origin, ancestry, disability, military status, veteran status, genetic information, or any other characteristic protected by law (referred to in this policy as “protected class” or “protected classes”) and prohibits all forms of sexual violence. This Policy applies to both on-campus and off-campus conduct, academic, educational, co-curricular, and other Seven Hills programs. Any violation of this Policy is strictly prohibited and will not be tolerated. Harassment, discrimination or retaliation against any student or by a student based on a protected class, whether or not it constitutes a violation of the law, is prohibited by and is a violation of this Policy.

This Policy is designed to comply with applicable state and federal laws. Seven Hills reserves the right to modify or deviate from this Policy when, in the sole judgment of Seven Hills, circumstances warrant, in order to protect the rights of the involved parties, or to comply with the law.

Definitions

The following are general guidelines about what kind of behavior is considered unacceptable. This policy does not attempt to define what conduct could meet the legal definition or description of sexual or any other form of harassment. Rather, we determine if particular conduct, in the judgment of the School, violates our policy. Many factors go into the School’s judgment as to whether particular behavior violates this policy, such as the course of dealing between the parties and whether or not the behavior would be offensive to others under the same circumstances. Although some reported behavior may not violate this policy, the reporter will suffer no retaliation for having reported.

- **Discrimination:** conduct that is based on a person’s protected class that:
 - Adversely affects a term or condition of a person’s employment, education, living environment or participation in a School activity; or
 - Is used as a basis for or a motivating factor in decisions affecting the person’s employment, education, living environment or participation in a School activity.
- **Harassment:** Conduct that is based on a person’s protected class that has the purpose or effect of unreasonably interfering with a person’s employment or educational experience or creates an intimidating, hostile, offensive working, educational or living environment.
- **Retaliation:** Retaliation against any person(s) who reports an alleged violation of this policy, brings a disciplinary complaint, pursues legal action, or participates in an investigation or is a witness in any investigation or proceeding is strictly prohibited and will not be tolerated.

Any of the above conduct violates this policy; however, conduct much less intrusive than this can also violate this policy. Also prohibited is conduct which discriminates, harasses, or inappropriately singles out another because of a protected characteristic.

Whether a policy violation has occurred depends on the individuals involved, their relationship, the conduct in question, the circumstances under which the behavior took place, whether the conduct was welcome to the recipient, and other circumstances.

Allegations Constituting Criminal Conduct: Child Abuse/Sexual Misconduct

Sexual abuse/conduct/relationships with students by School employees or any other adult member of the School community is prohibited, and any teacher, administrator, coach, or other School authority who engages in sexual conduct with a student may also be guilty of the criminal charge. The issue of consent is irrelevant in regard to such criminal charge and/or with respect to the application of this policy to School employees or other adult members of the School community. All conduct or relationships listed above must be reported as prescribed below and the knowledge or suspicion must be immediately reported to appropriate law enforcement and/or to the county children's services agency.

Any reports made to a county children's services agency or to local law enforcement will not terminate the School's obligation and responsibility to continue to investigate a complaint under this policy. While the School may work cooperatively with outside agencies to conduct concurrent investigations, in no event will the investigation be inhibited by the involvement of outside agencies without good cause after consultation with the Head of School.

Making a Report of Discrimination, Harassment, or Retaliation

A student or parent who believes he/she has been subjected to discrimination, harassment or retaliation based on a protected class or anyone who believes a student has subjected another to discrimination, harassment or retaliation based on any protected class must report the incident to the School Division Head, Head of School or other responsible School employee. Reports may be made by the subject of the alleged violation of this Policy or others on their behalf. If such a report is made to an employee, other than the Division Head or Head of School, such person must report the information to the Division Head or Head of School within 24 hours of receiving the information about the alleged incident. Students are required to participate in any School investigation.

Confidentiality

The School cannot promise complete confidentiality because, by the very nature of the problem, other people must be interviewed during an investigation. However, the matter will be treated sensitively, and that only the information necessary to conduct the investigation will be revealed and then only to those with a need to know. The School will preserve confidentiality to the extent consistent with applicable law.

Disciplinary Process

Conduct toward employees, students, parents or School vendors which violates the letter or spirit of this policy will not be tolerated. Prohibited conduct includes, but is not limited to, the types of behavior described in this policy. Anyone found to violate this policy will be disciplined as the School finds appropriate. All student discipline will follow the process outlined in the School's

Supplement. No student will suffer any retaliation for reporting prohibited behavior or for participating in an investigation or inquiry.

False Information

It is a violation this Policy to file a knowingly false or malicious complaint of alleged discrimination, harassment and/or retaliation or knowingly supply false information in any investigation or discipline procedure.

Retaliation

Any retaliatory action or conduct taken by any person against a person who has sought relief under this Policy is strictly prohibited and will be regarded as a violation of this Policy. Further, any form of retaliation against a person who reports suspected harassment or discrimination, or participates in the investigation of suspected harassment or discrimination under this Policy, is prohibited and is a separate violation of this Policy.

6. Bullying

As a school that seeks to be a community in which every individual is treated with respect, Seven Hills prohibits bullying and responds seriously to instances of it. Bullying involves systematically, chronically, or severely inflicting psychological distress or physical pain on one or more students. It may include verbal, written, electronic, or physical acts, and may occur on or off campus and during or outside of school hours. It is often characterized by an imbalance of power and by the aggressor targeting one or more students on the basis of an actual or perceived characteristic. Bullying goes beyond peer-to-peer conflict, disagreement, or dislike. Rather, it is behavior that is severe enough to create an intimidating or threatening environment for a student or to have a substantively negative impact on his or her emotional or mental wellbeing.

Students or parents who believe that there has been an instance of bullying in the School must contact their Division Head or the Head of School to report it. The appropriate administrators will investigate any such reports, and will respond to bullying by following their division's disciplinary procedures and by applying disciplinary consequences where appropriate. Because bullying violates the values of the School, consequences can be quite serious and may include suspension or expulsion. In some instances, these consequences may also include a counseling or mediation component. The School's response is meant both to respond to a specific situation as well as to deter future instances of bullying.

B. Safety and Security

1. Campus Security

At Seven Hills, we are committed to creating a safe, accepting, and inclusive environment for our community. Any behavior by students, faculty, or staff, either verbal or physical, that compromises the safety and well-being of others is inconsistent with the values of our community.

In addition, we strive to maintain a secure campus. All School building doors and entrances are locked during the school day. All visitors to campus must be identified, admitted, and signed in by designated personnel in each building.

All School employees and students in grades 6 through 12 are required to visibly wear lanyards with ID badges to gain access to locked buildings. They are also required to play an active role in alerting the administration to any outsiders who may come on campus.

In general, Lower School students must only move between school buildings when accompanied by their teachers. Students in grades 6 through 12 may move between building unaccompanied by an adult. They can access locked buildings using their lanyards, but they must not allow anyone who is unknown to them to enter a building.

Teachers or students encountering someone without a lanyard or badge must escort the person to a divisional office to sign them in.

2. Emergency Procedures

The School's crisis plan is updated and reviewed annually with the faculty and staff. All emergency drills are conducted in accordance with regulations and have protocols outlined in the Safety Handbook.

Fire Drills: As mandated by State law, the School regularly practices evacuating the buildings in the case of an emergency. Students are required to listen carefully to the procedures reviewed in assemblies and to the teachers during a drill. The purpose of these drills is to leave the building quickly and quietly and to promptly account for everyone at the predetermined assembly area. When the fire bell sounds, everyone must quietly leave the School by the closest door to the outside. No one may go through a closed fire door. All students and faculty members are to assemble immediately in the designated space. Students are to line up by homerooms in alphabetical order so that attendance can be taken. Silence shall be maintained until the dismissal sign is given.

Tornado Drills and Evacuation Procedures: The School is required by State law to practice tornado drills in the spring. Teachers escort students to assigned spaces and instruct them on safety procedures. In cases of extreme weather conditions, the School will assess the situation and take appropriate action. It is very important that silence be maintained so that attendance can be taken and instructions passed without delay. When there is danger of an actual tornado, students remain in the building until School authorities deem it safe for them to leave.

ALICE (Alert, Lockdown, Inform, Counter, and Evacuate) Drills: The School follows the ALICE protocol to respond to the threat of a hostile intruder on campus. This nationally recognized training prepares teachers and students to respond to threats in a variety of ways.

Other Emergencies: The School has prepared contingency plans for other emergencies or crises. These plans are reviewed with faculty and, when appropriate, with students. For security reasons, these plans are in the possession of faculty members, and are not published or posted for the general community.

3. Visitors to Campus

For security reasons, all external doors on the campus are locked during the school day. All visitors, including parents, must be admitted through the main entrance, register at the reception desk, and receive an identifying badge that must be returned upon their departure. A student who wishes to bring a visitor to the school must obtain permission from the Division Head. The student host should secure permission in advance. When the guest and host arrive, they must register in the divisional office. Guests are naturally expected to abide by all School rules. Hosts should routinely introduce their guests to School personnel and other students and must remain with their guests throughout the guest's stay at School.

4. Animals and Pets

Pets can be an important part of a student's family environment, education, and personal growth. From time to time, faculty or students may wish to bring an animal to school for a specific, generally curricular, purpose. In such cases, permission must be obtained from the Division Head and the animal must be well trained, appropriately watched, free of fleas, properly inoculated, and leashed at all times. Otherwise, faculty, staff, students, parents, and guests are discouraged from bringing family pets or other animals to and on campus, with the exception of service animals. This policy is intended to respect and accommodate community members who may have allergies or other discomforts with animals and help minimize incidents, including confrontation or sanitation, involving animals upset by unfamiliar circumstances, surroundings, and the excitement, noise, and crowds frequently associated with the school environment and events.

5. School Closings and Delays

When weather and/or driving conditions warrant, School may be delayed or even closed.

For the convenience of our families and staff, we try to provide as much notice as possible, but often the uncertainty about changing weather conditions means that the call may not be made until that morning.

In general, all School families will be informed about closings or delays by the *SchoolReach* phone system which sends a recorded message to all home and cell phone numbers in our database. Every effort is made to initiate calls by 6:00 a.m. In addition, notices will be placed on the school website and on local television and radio stations.

There are three possible scenarios:

- ONE-HOUR DELAY
- TWO-HOUR DELAY
- CLOSED

When there is no announcement at all, that means School is open on time.

When school is on a delay, Early Care, which normally starts at 7:30 a.m., will start at 8:30 a.m. on a one (1) hour delay or 9:30 a.m. on a two (2) hour delay. On a two (2) hour delay, school for those pre-kindergarten students who would normally leave at 11:30 a.m. will be canceled. Others

should attend at the delayed start time. In addition, in the event of any delay, the Beginnings program for that day will be canceled.

When school is open, we make every effort to remain in session until the end of the school day. Those parents who become alarmed about weather conditions and want to pick up their children early are free to do so.

The School will provide our inter-campus shuttle on days when we are operating on delays, but the shuttle will leave one (1) hour/two (2) hours later than usual (or as close to those times as conditions allow).

In the event of inclement weather, public school bus transportation may be canceled, even on days when Seven Hills is in session. Since local towns and districts make decisions independently of Seven Hills, you will need to listen to the radio or television for announcements about school closings in your district. When this service is canceled, it is for the entire day. So, if public buses do cancel their service, parents will have to make their own arrangements for transportation to and from school.

6. Threat Assessment

The Threat Assessment Policy must be followed in the event of any suspected or reported threat to a student's safety, whether that threat is a threat of self-harm, or a threat to harm another student or School employee. The Suicide Prevention Policy is meant to be paired with the Threat Assessment Policy. It covers actions that take place in the School, at School-sponsored functions and activities, and at School sponsored out-of-school events where School staff are present. Both policies apply to the entire School community, including educators, school and district staff, students, parents, guardians, and volunteers. The Policy also covers appropriate School responses to threatening behaviors that take place outside of the School environment.

The purpose of these policies is to protect the health and well-being of all students and employees by having objective procedures in place to prevent, assess the risk of, intervene in, and respond to threats or attempts of suicide, self-harm, or harm to others.

All Seven Hills employees must be alert to any student who threatens, attempts, or harms another student or School employee. The Threat Assessment Policy sets forth the procedures for handling any threats or attempts by a student to harm another student or school employee. The Threat Assessment Policy is implemented in a neutral manner, and in accordance with the Non-Discrimination Policy.

Individualized Assessment: When Seven Hills has a reasonable basis for believing that a student poses a threat to the health and safety of themselves or others, the School will remove the student from school pending an Individualized Assessment of the risk posed by the student. A risk assessment is an objective evaluation of a student who may be a threat, conducted by a qualified medical professional, assisted by the appropriate school counselor. In determining whether an individual poses a threat to the health or safety of others, Seven Hills will make an individualized assessment, based on reasonable judgment that relies on the best available medical evidence from the student's healthcare provider or other outside medical professional, as deemed necessary, to ascertain:

- (i) The nature, timing, probability, and severity of the risk; and
- (ii) Whether reasonable modifications of Seven Hills policies, practices, or procedures will mitigate the risk.

If Seven Hills makes a final determination based upon its Individual Assessment that the student does pose a threat to the health and safety of others, the student will be provided an opportunity and/or forum to review the basis for this determination. The focus of the assessment is determining first whether the student has exhibited behavior which creates a risk of harm that requires intervention, and then determining the appropriate level of intervention. Determinations must be based on observed or recorded behaviors that indicate a significant health, safety, or welfare concern.

Interim Actions: Pending the outcome of the Individualized Assessment under this Policy, Seven Hills may set interim restrictions on the student, up to and including removal from campus. The student must be afforded minimal due process (i.e., notice of the proposed action, the opportunity to present information on his or her behalf, and a right to appeal) either prior to, or in emergency situations, as soon as reasonably practical after, any interim conditions are imposed.

Requirements When There is No Threat: If Seven Hills determines as a result of its Individualized Assessment, or thereafter, that the student does not pose, or no longer poses, a threat to the health or safety of others, Seven Hills will:

- a) Provide written notification to the student of this determination;
- b) Promptly reinstate the student at the same academic level, restore all of the student's privileges, and place the student in the same position he/she was in prior to the determination of the threat or imposition of any interim conditions; and
- c) Not exclude the student from, or place special restrictions upon, participation in the Seven Hills programs or activities based upon the prior determination or reasonable belief that he/she was a threat.

Requirements When a Threat Exists: If Seven Hills makes a final determination that the student poses a threat to the health or safety of others, it must promptly communicate that determination in writing to the student and/or his or her parents. This notice must communicate in detail the nature of the restrictions (e.g., leave of absence from Seven Hills, exclusion, or other restrictions, on participation in particular programs or services). The notice must also communicate to the student the exact circumstances, terms or conditions and timetables (if applicable) under which the student would no longer be considered a threat to the safety or health of others, reaffirm the student's status as a qualified individual with a disability (if applicable), and provide the circumstances and a reasonable timetable when and if the student would be allowed to return to Seven Hills or to participate, without restrictions, in any programs of Seven Hills.

Seven Hills may condition the student's return to Seven Hills, future receipt of a benefit or service, or participation in a particular program, upon the student's provision of medical documentation showing that the student is no longer a threat to the safety, health, or well-being of others. Such evidence may include, but not be limited to, a treatment plan or periodic reports from a treating medical provider or physician.

Immediate Threats: If the threat is deemed immediate, the school counselor and Division Head will call home. If the parent/guardian cannot be reached, the school counselor will remain in contact with the student while the Division Head calls emergency services.

Guidelines for Facilitating a Student's Return to School: Seven Hills will determine on an individual basis what documentation is needed to demonstrate that a student is medically able to return and to fulfill the fundamental responsibilities of academic life.

For students returning to School after an absence related to a threat or risk of harm, a School employed mental health professional, the Head of the School, Division Head, or designee will meet with the student's parent or guardian and, if appropriate, meet with the student to discuss re-entry and conduct an individualized assessment to determine the appropriate next steps to ensure the student's readiness for return to School.

The School counselor/designee, with the consent of the parent/guardian, will serve as a liaison for teachers and other School staff responsible for working with and supervising the student.

Evaluation/Documentation: The School will maintain a record of actions taken in connection with this policy to assure that appropriate assessment, monitoring, and support are provided for every threat of harm to the safety and health of the students. This documentation will be kept confidential to the extent possible.

C. Health

1. COVID-19 Safety Protocols

Based on guidance from the CDC, the ODH, and our own COVID Advisory Team, Seven Hills has taken a conservative approach to the pandemic, erring on the side of caution to prioritize the health and safety of our students, our employees, and their families. This approach has enabled the school to offer nearly uninterrupted in-person learning throughout the pandemic.

Assets

The Seven Hills has two large, open-air campuses; capacious classrooms and common spaces; and efficient ventilation systems. We have also had the financial resources to invest in a host of safety protocols, including: tents for open-air classrooms, plexiglass dividers for classrooms and common spaces, hand-washing stations, digital Swivl cameras and software to facilitate on-line learning for employees or students in isolation or quarantine, and, most recently, on-campus molecular testing capacity.

These resources have been deployed by a strong nursing team, including three experienced and proactive school nurses and a host of substitute nurses on call.

Community Partnership

Our greatest asset has been the full-blooded cooperation of our families, who have endorsed and supported the school's careful approach and forged an active working partnership with the school's nursing staff.

Flexibility

In general, safety protocols have varied, as dictated by the CDC, as the pandemic has intensified or abated, and, throughout the pandemic, the school has adjusted its approach to follow new scientific findings about how the virus is transmitted.

Expectations of Families

In accordance with CDC guidelines, we have asked our families to be careful, vigilant, and forthcoming, providing the school with the information it needs to make judicious decisions. In general, we have asked school families to:

1. Stay up-to-date with vaccinations.
Though this has been a family choice, we have strongly advised families to ensure that their age-eligible children are up to date with their vaccinations. Our high rates of vaccination have been a major contributor to our success.
2. Inform the school about their children's vaccination status.
We have asked families whose children have been vaccinated to submit vaccination records so that we can make health and safety decisions with a clear understanding of vaccination rates within our community.
3. Monitor for symptoms, and keep children home if they suspect illness or exposure.
4. Test their children, as advised by our nursing team, if there is reason to suspect exposure or illness.
5. Inform the nursing staff of test results.
6. Comply with the school's quarantine and isolation policies.

Masking

Second only to vaccination, masking has been our greatest defense against the spread of the virus. In times of high community spread, the school has required universal masking. When infection rates in Hamilton County and in our own school community have dropped into the low to moderate range, we have adopted a "mask optional" approach, enabling families to make their own decisions about masking, but requiring all members of the community to have masks with them and to wear them in congregate settings. Even at the times of low community spread, if a cluster of cases should arise within a class or cohort, we reserve the right to revert to required masking for that cohort until the rate of infection abates.

Communication

To help families make informed decisions about the health and safety of their children, Seven Hills will continue to communicate with a high level of transparency.

Each Friday, in the Weekly Blast, the school informs families about any potential changes in safety protocols and provides weekly case counts, by division (though, of course, the individuals who test positive are not identified.) If a cluster of cases should arise in a class or grade level, the families in that cohort will be notified separately about any new required protocols. The protocols currently in place are also listed on the Stay Safe section of the school website.

2. Physicals/Immunizations

All NEW students must have their immunization record on file within two weeks after the start of school and their medical record completed by a physician within 60 days of the first day of school. If a new student is from outside the continental U.S., documentation of tuberculosis (TB) skin test is required within 90 days of the first day of school.

All RETURNING students must have a current list of immunizations, meeting state requirements, on file in the Nurse's Office. Students in Pre-kindergarten must have their medical record updated annually by a physician.

All students are required to have a yearly TB Screening Form completed by a parent and on file at the beginning of each school year.

3. Emergency Medical Authorization

The Emergency Medical Authorization form must be signed annually by a parent and be on file in the Nurse's Office by the first day of school. It does not require a physician's signature. This form gives the School staff the parent(s) work number(s) as well as emergency contact and physician/dentist names and phone numbers for use in the event of an injury or illness. If the student is receiving routine medications, it is important that they be noted on this form. In the event of an emergency, it will accompany the student to the hospital for treatment. In emergency situations, if the parents cannot be reached, the School nurse or other School personnel will call the student's physician and/or have the student transported to an emergency room if necessary.

4. Health Regulations and Illness Absences

In the interest of other students and staff, parents shall keep students home if they have any of the following: fever, vomiting, diarrhea, a rash of undetermined origin, or symptoms of a cold such as frequent coughing or nasal drainage that the student is unable to take care of him/herself. A student must be free from fever, vomiting, and/or diarrhea, without the assistance of medication, for 24 hours before returning to school. Notify the School immediately if your child develops a communicable disease. If any restriction of activity is necessary upon returning to School after an illness, please send a note to the classroom teacher with the specific details. A student will be excused from physical activities upon receipt of a written note from home. Permanent or long-term gym excuses will require a physician's statement along with any pertinent information for monitoring the student's activities.

Tuberculosis Screening Protocol for Students:

The following protocol is based on the recommendations from the Hamilton County Public Health TB Control Clinic and the CDC.

The Seven Hills School requires a current negative TB test on file if students and employees meet the following criteria:

- Born in any country other than the United States, Canada, Australia, New Zealand, and those in Northern Europe or Western Europe
- Traveled outside the USA and stayed for more than 30 days in a country with high TB rate - Any country other than Canada, Australia, New Zealand, and those in Northern Europe or Western Europe.
- A compromised immune system such as from the following conditions: HIV/AIDS, organ transplant, immunosuppressive medications (e.g. prednisone, infliximab or etanercept), leukemia or lymphoma
- Volunteered, worked, or resided in high-risk congregate settings (e.g. correctional facilities or homeless shelters)
- Close contact with or exposed to someone who has had TB disease

** Any individual who meets the above criteria will need to contact the school nurse for further discussion.

Students/employees who meet the above criteria are required to be evaluated/assessed by a licensed medical provider. Documentation of the evaluation, assessment, and all TB tests performed by a licensed medical provider must be submitted to the school in order for the student/employee to attend.

During the school year, any student/employee who has traveled outside the USA and stayed for more than 30 days in a country with high TB rate, any country other than Canada, Australia, New Zealand, and those in Northern Europe or Western Europe, will need a negative TB test 8-10 weeks after their return to the United States. At the discretion of the school nurse, a student may be asked to seek an evaluation for TB by a licensed medical provider, regardless of TB test results.

High Burden TB Countries are as defined by the World Health Organization.

5. Guidelines for Administering Medications in Schools

The School nurse, Head of the School, or his/her designee may administer medication during school hours to pupils in his/her School according to the following guidelines. Medication may not be kept and taken by individual students except as outlined below in the EpiPen policy.

Over-the-counter drugs may be given provided they are prescribed in writing by a licensed prescriber and meet all qualifications outlined in this Policy. Upon receipt, the School nurse reviews each order and medication and then assumes responsibility for the administration and monitoring of all medications given during school hours. The School nurse provides other School personnel with specific instructions pertinent to the medication. The School nurse is not responsible for medications given on overnight field trips; all medications required during after school supervision must be supplied by the parent(s).

The medication must be prescribed by a licensed prescriber. A written order for the prescribed medication, dosage, duration of dosage, and a statement explaining the administration of the dosage and the possible side effects, signed by the licensed prescriber, must be on file in the Nurse's Office before the medication can be given. A new form must be completed if a medication

dosage is adjusted. In an emergency, orders may be faxed to the School from the licensed prescriber. A statement signed by the parent or guardian giving permission to the School nurse, Head of the School, or designee to administer prescribed medication must be on file in the Nurse's Office before medicine can be given. Medication will not be given without this statement and the licensed prescriber's order on file.

The parent's statement must also include a clause providing that the undersigned agree not to file or make any claim against anyone for negligence in connection with the administration or non-administration of any medicine and further agree to save such individuals and hold them harmless from any liability incurred as a result of the administration or non-administration of any medicine. Forms for this information are available in the Nurse's Office.

A staff person may administer pills, capsules or liquid medication or may assist a child with his/her inhaler. The staff MAY NOT administer any medications requiring injections or the use of syringes or similar instruments with the exception of an EpiPen in the treatment of an allergic reaction. Care guidelines for diabetic students will be determined on an individual basis.

In all cases, the parent must assume responsibility for the safe delivery of the medication to the School. All prescribed medication must be in the original containers, clearly marked by the pharmacist with the student's name, the dosage direction, physician's name, and the prescription number. The pharmacy is able to provide a second container for use at School if asked.

The School nurse, Head of the School, or designee will keep medications in a locked place.

6. Epinephrine Autoinjector (EpiPen) Policy

This Policy is intended to create a framework for accommodating individuals with undiagnosed life-threatening allergies (anaphylaxis).

Procurement

The School may procure Epinephrine auto-injectors through purchase or may accept donations of money to purchase Epinephrine auto-injectors from a wholesale distributor of dangerous drugs or a manufacturer of dangerous drugs.

Location, Replacement and Disposal

Building level administration will identify one or more locations in the School in which an Epinephrine auto-injector must be stored. Epinephrine auto-injectors will be stored in a safe, secure, accessible location that will allow for rapid, life-saving administration. Epinephrine auto-injectors that have expired must be disposed of. Epinephrine auto-injectors that have been used must either be sent with emergency medical services or disposed of in a sharps container. Parents must replace used and expired Epinephrine auto-injectors in a reasonable time period.

Specifications of individuals who can provide a dosage of Epinephrine to an individual in an emergency situation

Seven Hills has identified individuals who may access and use an Epinephrine auto-injector to provide a dosage of Epinephrine to an individual in an emergency situation.

Those identified individuals specified above, other than a School nurse or athletic trainer, have completed training based on protocol developed with the prescriber before being authorized to access and use an Epinephrine auto-injector. Only trained personnel will administer an Epinephrine auto-injector to a person believed to be having an anaphylactic reaction. Emergency medical services will be requested immediately after an Epinephrine auto-injector is used.

Usage

Identified and trained individuals may administer an Epinephrine auto-injector to students, School employees or contractors, visitors and other individuals in the School buildings in an emergency situation when a person exhibits signs and symptoms of anaphylaxis on School premises during the school day.

Student Provided Epinephrine Auto-Injectors

Epinephrine auto-injectors given to the School for student's use during the school day will not leave the School building except for all day and overnight field trips. They will not travel to athletic activities which occur outside of the normal school day. Accordingly, it is the parent's responsibility to be sure the coach is aware of the child's allergy and has access to an Epinephrine auto-injector, if necessary, and is trained to use it.

In order for a student to carry and use an inhaler, insulin or EpiPen on her/his own, s/he must have a statement from the licensed prescriber and parent indicating that assistance is not required. This prescriber shall be a licensed health care professional authorized to prescribe drugs as defined in Section 4729.01 of the Revised Code.

At Middle and Upper School, the School nurse will provide guidance for these students and their families, and students will be allowed to carry their own Epinephrine auto-injector, with the doctor's permission, in conjunction with an additional Epinephrine auto-injector in the Nurse's Office.

7. Insect and Food Allergy & Anaphylaxis Guidelines

The Seven Hills School recognizes the potential severity of allergies, whether they are to food, insects or latex. The school wants to partner with families to provide for the inclusion and safety of the allergic student, to ensure that there is a plan in place to try to avoid allergen exposure as much as possible and to provide direction for emergency treatment in the event of accidental exposure.

Of course, the policies described in these guidelines will not completely eliminate the risk of an exposure; therefore, parents are responsible for teaching their child to advocate for themselves and to use preventative measures to avoid allergens. Parents/guardians are also responsible for working with their child's allergist to educate the student about allergy management and to take other measures that are in the student's best interest.

Because younger students are still learning about how to manage the risks associated with their allergies, the Lower School policies have been designed to reduce, as much as reasonably practical and possible, the risk of accidental exposure to allergens. This will involve a partnership among parents/guardians, teachers and staff, and the School nurse, whose specific responsibilities are spelled out below.

Since older students are generally better able to manage their allergies, policies regarding food are less stringent than in Lower School. At Middle and Upper School, the School nurse will provide guidance for these students and their families. Students will be allowed to carry their own epinephrine autoinjector, with the doctor's written permission on file with the Nurse's Office, in conjunction with an additional epinephrine autoinjector on site in the Nurse's Office.

The following guidelines have been developed for this purpose.

Communication and Reporting of Food Allergies:

- a. The parents/guardians of a new student with diagnosed food allergies must initiate a meeting with the School nurse and/or the homeroom teacher or multiple teachers depending on the grade level prior to the first day of school. If a returning student has any changes to his or her existing diagnosed food allergies, the parent/guardian must initiate a meeting with the School nurse and/or the homeroom teacher or multiple teachers depending on the grade level as soon as there is a change to the student's medical needs. The purpose of this meeting is to discuss the student's medical history, needs, and care during the school day. For returning students, this meeting is optional unless something has changed in the student's diagnosis or treatment. It remains the responsibility of the parent/guardian of the student to communicate any changes in diagnosis or treatment with the school and School nurse.
- b. Parents/guardians are responsible and expected to supply the following medical forms and medications to the divisional nurse prior to the first day of school or as soon as a student is determined to have a life-threatening allergy:
 - i. Emergency Care Plan (ECP)
 - ii. Individual Health Plan (IHP)
 - iii. Consent to Administer Medication at School form (one medication per form)
 - iv. Two epinephrine autoinjectors for use during the school day.

Autoinjectors are not transported between the Lower School campuses. Students who attend school or school activities on both Lower School campuses must provide a set of autoinjectors for each campus. If any of the information required on the above forms changes for a student, the parent/guardian is responsible for providing the school with updated information and forms.

Antihistamine is already stocked in the Nurse's Office.

- c. Parents/guardians are responsible for and expected to educate their child in the self-management of his or her food allergy, including:
 - i. Safe and unsafe foods
 - ii. Strategies for avoiding exposure to unsafe foods
 - iii. Symptoms of allergic reactions
 - iv. How and when to tell an adult/friend that they may be experiencing an allergy-related problem
 - v. How to read food labels (age appropriate)

Food at school

Food for communal consumption is provided solely by the school. Food is consumed on our campuses in multiple locations and at multiple times. The policies governing its consumption are as follows:

- a. **Lunch:** Most families of students with food allergies prefer to pack their child's lunches. Lunch is available for purchase; however, it will be each parents'/guardians' responsibility to use the Individual Health Plan (IHP) to document the student's food allergies. Families are expected to check ingredients of cafeteria items before purchase. Ingredients of food served in the cafeteria are available for review online.

Cafeteria staff receive annual food allergy training from the School nurses. Students' IHPs will be shared with cafeteria staff.

- i. **In grades K-5:** Parents/guardians of an allergic student are responsible for completing the IHP and returning it to divisional nurse. The IHP informs the school staff of all precautions to be taken throughout the school day, including cafeteria seating arrangements. The cafeteria maintains an "allergen free" table. The consumption of peanuts and tree nuts is restricted at this table only, and the consumption of other foods will also be restricted (either the whole table or a portion thereof) based on the allergies documented by the students who utilize the lunch table. Table signage will indicate what allergens are not allowed at the table, and this list will change and be updated yearly with the students who intend to use this seating. Friends of these students are welcome to join them, space permitting, as long as their lunches do not contain any restricted allergens.

Lunch duty teachers monitor the allergen free table to be sure that there are no students at the table with known allergens in their lunches. All students are asked to clean their hands after lunch. The table is cleaned with a sanitizing solution/disinfecting wipes after each lunch.

- ii. **In grades 6-8:** Middle School students have greater latitude in where to eat, therefore there is no designated allergen-free table. Beginning in Middle School,

special cafeteria seating accommodations may be made in the IHP and discussed before the start of the school year or at the time of allergy diagnosis.

- iii. **In grades 9-12:** Upper School students have greater latitude in both where to eat, as well as whether to purchase food prepared off campus. The student's family must still use the IHP to document any seating or other cafeteria accommodations that the student needs related to lunch consumption. The school is not responsible for decisions that students make when they purchase food off campus or for the contents of such foods.
 - iv. When students attend a lunchtime club meeting or other school-sponsored activity, the student is responsible for notifying the faculty advisor of that activity of their upcoming attendance in advance, particularly if this is their first attendance. The faculty advisor will then make appropriate and reasonable accommodations to safely include that student (which may include seating arrangements, asking other students not to consume a particular allergen in the room, or, if appropriate, provide food for that activity that is free from the allergen of concern).
 - v. When a restaurant or chef is contracted to prepare food for students (e.g. Guest Chef Fridays, catering), the school is responsible for sharing allergy information with the vendor, ascertaining ingredient and food preparation techniques, discussing omission of specific ingredients, and sharing that information so that students can make informed decisions.
- b. Snacks: The snacks policy varies as students mature. At the beginning of the school year, all parents/guardians of a classroom will be notified of any allergens in the classroom that may preclude the consumption of those allergens in that room, whether the snacks are provided by the school or by the students' families.
- i. **In PreK:** All snacks are provided by the school and are limited to foods that do not include any allergens (or are labeled with cross contact information for allergens) of any students in the classroom where those snacks are served.
 - ii. **In Grades 1-5:** Snacks will be provided by parents/guardians for their own child. At the beginning of the school year, parents/guardians will be notified of any food allergies that are present in their child's classroom, and reminded to send snacks that do not contain those allergens. Snacks are not shared among students. We encourage families to send healthy snacks.
 - iii. **In grades 6-8:** Students may bring their own snacks to school to be consumed in communal spaces during "Fruit Break". There are dedicated "allergen aware" eating areas, such as classrooms, which display signage as to what allergens are restricted in those areas. Any student whose snack does not include restricted allergens is welcome to utilize those areas.
- c. Field Trips: At least one week prior to any field trip, the teacher will notify the School nurse via email about the details of the field trip. The teacher will also notify parents/guardians of the trip itinerary, including planned restaurant or food service

selections, if applicable, so that parents/guardians may contact the restaurant in advance as desired. It remains the parent/guardian's decision to contact the restaurant in advance of the field trip to coordinate any allergy information. For long distance and overnight field trips, food consumption on buses shall not include food that contains the known allergen for the student with food allergies who may be on that trip. School personnel will work with families in advance of such a trip to review specific accommodations that are required to ensure the student's safety and inclusion.

- d. Special Occasions: Birthday celebrations and classroom parties are food-free in the Lower and Middle School. Parents/guardians are prohibited from sending in food or treats for birthdays, and any food or treats sent in with a student will be discarded or sent home, as the School determines.

In the Upper School, food may be purchased by faculty for limited special occasions. However, faculty will be notified at the start of the school year of any food allergies in their advisory/classroom and will not purchase foods that contain those allergens. They will also make every effort to purchase foods that do not pose an allergen cross-contact risk for those students (e.g., foods that contain a "may contain" warning on their label for a particular allergen), so that all students may be included safely in the celebratory activity. Students in the Upper School are responsible for refraining from consuming any treats or food that contain allergens and for making decisions that are applicable to their allergy needs.

- e. Inter-Campus Shuttle: No food is to be consumed on the shuttle at any time. Shuttle drivers are authorized to ask students to keep any snacks in students' backpacks.
- f. Athletic Practices and Competitions: Students are permitted to bring snacks for individual consumption only to team practices and athletic competitions. Students are prohibited from bringing snacks that include peanuts and tree nuts, and may be asked to avoid other allergens depending on the needs of teammates.
- g. Food for educational purposes: Faculty are expected to minimize the use of food for instructional purposes. In the event that the presence of food is unavoidable, (e.g., World Language classes that teach international cultures, May Term cooking classes) teachers will reach out to parents/guardians to discuss suitable alternatives that accommodate the student's health, safety and inclusion and that are consistent with the student's IHP.

In the event that a classroom or extracurricular activity necessitates the use of containers that once held food, (e.g., arts projects, science experiments, theater props) faculty will reach out to parents/guardians to ensure that none of these items pose a safety or health risk to the student and that the substitutions are made that are consistent with the student's IHP.

- h. School sponsored activities: The serving of communal food at school sponsored events is planned with reasonable effort to accommodate the known food allergies of the students who are expected to attend. The school makes reasonable effort to provide ingredient and allergen information for all items served. Due to the prevalence of these allergies, all items must be peanut and tree nut free. All food intended for communal consumption is purchased by the school.

For events that are not intended for students, such as alumni, development, admissions and administrative functions, the event organizer ensures that if an event is held in a classroom, the food served will comply with the allergens restricted in that classroom.

Bake sales are not permitted.

Preventing and Treating Allergic Reactions

Seven Hills School takes reasonable and appropriate steps every day to minimize the likelihood of an allergic reaction at school through policies that focus on the avoidance of allergen cross-contact and to prepare for an allergic reaction should it arise. These policies are as follows:

- a. Epinephrine Access and Administration: Epinephrine is the only medication that can stop the escalation of an allergic reaction and familiarity with its administration is an important component of the school's food allergy preparedness.
 - i. Families with students with diagnosed allergies to food, insect bites and stings, and latex must provide the school with a minimum of one two-pack of epinephrine autoinjectors with the student's name clearly visible on the prescription label. One autoinjector will be kept in the nurse's office and the student may carry the other with written parent/guardian approval. Use of this epinephrine and self-carry authorization will be documented in the student's Emergency Care Plan. Additional epinephrine autoinjectors may be necessary for students who are not able to carry their own epinephrine and/or students who attend the After the Bell program but not on their home campus and/or participate in sports teams or other extracurricular activities that meet outside of the normal school day.
 - ii. When a student attends a day or overnight field trip, the student's epinephrine that was provided to school is sent with the supervising faculty for that trip, along with the student's IHP and Emergency Care Plan.

The school maintains a supply of stock epinephrine autoinjectors across both campuses in high traffic locations. These devices are intended for emergency use when a member of the school community experiences an unanticipated reaction to an unknown allergen (e.g., a first-time bee sting, eating a food for the first time) but pursuant to Ohio law, can be used on any student believed to be experiencing an allergic reaction, with or without a diagnosis. These stock autoinjectors do not replace the supplied autoinjectors of a student with known allergies but are available if the student's own medication is not immediately accessible.

- b. The Nurses' Offices: School nurses play an essential role in managing allergies on campus. Their functions include:
 - i. The nurses provide annual (or more often as necessary) training for faculty/staff with regards to allergy signs, symptoms of anaphylaxis, epinephrine administration, and inhaler administration. Teachers/staff are also required to complete an online training module provided by a nationally recognized food allergy education organization or the equivalent.

- ii. The nurses include the allergic student's name on a confidential list given only to teachers, and coaches, as appropriate. A list of the foods that applicable students are allergic to is also available in school cafeterias. In Lower School, the nurses provide a copy of the student's Emergency Care Plan to each teacher in the student's Unit or grade as well as all specials or MAPELL teachers. Copies are also kept in the Nurse's Office medication binder and in each student's emergency box. Copies may also be placed in After the Bell binder and the cafeteria.
 - iii. The nurses place all emergency medications in predetermined locations in each division and/or as agreed upon with the student's parents/guardians and note these locations on the IHP.
 - iv. The nurses ensure that parent-supplied emergency medications are sent on all field trips, including overnight trips.
 - v. The nurses notify parents/guardians of upcoming expiration dates on emergency medications.
- c. School Faculty and Staff: The adults who are with the students throughout the school day play a vital role in their safety and health.
 - i. School faculty and staff are trained annually on the signs, symptoms and treatment of allergic reactions and anaphylaxis, including the administration of epinephrine.
 - ii. The athletic department provides all coaches with a copy of each athlete's Emergency Care Plan and Individual Health Plan. The athletic department highlights the food/insect allergic students to the coaches. Coaches in 7th-12th grades receive epinephrine autoinjector training when certified in CPR/AED/FA and can be trained yearly as made available to the School nurse via the athletic department. Volunteer coaches receive epinephrine autoinjector training by the School nurse.
 - iii. Lower School teachers review the Emergency Care Plan and Individual Health Plan for each of their students and keep a copy of each in the sub folder. The divisional office will inform the substitute teacher of the allergic students in the class. Lower School teachers also inform parents/guardians about food allergies in their classroom at the beginning of the school year.
 - iv. Middle/Upper School teachers may review Emergency Care Plans for Middle and Upper students in the appropriate Nurse's Office.
 - v. In the absence of the School nurse, teachers are trained to follow the Emergency Care Plan in the event of a suspected or known accidental exposure to an allergen.
- d. Students: Students can be taught to exercise self-care and self-advocacy even at a very young age. These skills can be adapted to be age appropriate and last a lifetime:

- i. As is age appropriate, students are expected to know the signs and symptoms of an allergic reaction, and be able to demonstrate proper self-administration of an epinephrine autoinjector, inhaler or other prescribed emergency medication to the School nurse.
- ii. As determined by parents/guardians and approved by the student's physician in writing, a student may carry emergency medication if he or she can do so responsibly. The student's physician must check the appropriate box for self-carry on the "Consent to Administer Medication at School" form.

e. If an Allergic Reaction is Suspected

- i. Upon being notified by a student's teacher, coach, classmate or the student him/herself about the reaction, the nurse will come to the student's location immediately. The student is not expected to travel to the nurse's office, as walking/movement can accelerate the progression of an allergic reaction.
- ii. **Protocol if the student has a known, diagnosed allergy:** If the student has an allergic reaction that requires the administration of epinephrine, the student's prescribed epinephrine autoinjectors will be used. Emergency medical services (EMS) will be called via 911 immediately following administration of the medication. Parents/guardians will be called after EMS is called and parents/guardians will in all likelihood be meeting their child at the closest hospital.
- iii. If a student's Emergency Care Plan specifies the use of administration of antihistamine for particular types of reactions, the parents/guardians will be called after the antihistamine is administered, and will be asked to take the child home for the remainder of the school day.
- iv. In the event that a student's epinephrine is not available or has expired, the school's supply of stock epinephrine may be substituted.
- v. **Protocol if the student does not have a known, diagnosed allergy:** If the student has an allergic reaction that requires the administration of epinephrine, one or more of the school's stock epinephrine autoinjectors will be used. Emergency medical services (EMS) will be called via 911 immediately following administration of the medication and parents/guardians will in all likelihood be meeting their child at the closest hospital. Parents/guardians will be called after EMS is called. Please refer to Non-Individual Specific Epinephrine Policy and Protocol for additional information.

Conclusion

This document is intended to delineate the school's policies and practices related to insect and food allergy and anaphylaxis. Important forms, which must be completed by parents/guardians and, in some cases, a student's physician, are added to this document.

As always please contact the School nurse with any questions.

8. Suicide Prevention

Seven Hills takes all threats of suicide, threats to harm others, and suicide attempts seriously. All employees must be alert to the student who threatens or attempts suicide. Any such signs or the report of such signs from another student or staff member should be taken with the utmost seriousness and follow the procedures in the Suicide Prevention and Threat Assessment Policies. All Seven Hills faculty will receive periodic training in recognizing at-risk behaviors and suicide threats, referrals to the appropriate personnel, response procedures, postvention, and resources for youth suicide prevention. This training follows the suicide awareness and prevention curriculum developed by the Ohio Department of Education (ODE). The training also includes information about student groups who are at higher risk for suicide.

Seven Hills attempts to prevent student suicide by instilling the following values in its community:

- Problem solving and coping skills
- Resiliency
- A sense of purpose and connectedness
- Social and other support

These values are fostered through:

- Small class sizes
- Advisory programs
- Close connections to School counselors and other faculty mentors
- Classroom guidance
- Clubs and extracurricular events
- Parent and faculty education regarding pertinent mental health information

9. Head Lice Protocol

Head lice can be a frequent occurrence, particularly in elementary school aged children. It is defined as a parasitic infestation of the hair on the head. Pediculosis is characterized by itching of the scalp caused by the saliva of live lice that feed off of the host and then produce ova (nits), which are found attached to the hair shafts. Pediculosis is transmitted by direct head-to-head contact with an infested person.

Transmission rarely occurs in the school environment. Evidence shows that the likelihood of transmission in schools is only 1%, far less than the common cold. Infestations are more commonly discovered at school following breaks when children are more likely to have sleepovers, go to camp or visit relatives. A child may be sent home early at the discretion of the nurse based on the severity of the infestation and/or the age of the child.

Any student who is suspected of having head lice must be checked by the Nurse. When the condition is identified, the parent/guardian is notified and the student must be treated that day before returning to school the next day. All attempts will be made to maintain confidentiality at school. As a variety of over the counter shampoos/conditioners are available for the treatment of head lice, parents shall follow the recommendations of their physician or a pharmacist.

Classroom transmission is exceedingly rare, however, checking family members and close playmates is appropriate. Checking the younger ages (individual preschool and kindergarten classes) is also appropriate due to the closeness of their play.

Notify the Nurse on the other campus if siblings or close contacts are in attendance there so that the identified students may be examined.

Seven Hills will send a letter home to parents of the entire class/unit where lice have been found to notify them. Parents are asked to check their children at home that night and then once a week for several weeks and to notify the Nurse if they find evidence of lice.

Students will be rescreened upon return to School following treatment for lice. Recurring or non-responsive cases may need to be referred to their primary care provider for further management.

10. Management of Communicable Diseases

Prevention

Seven Hills acknowledges the seriousness of dealing with communicable/life-threatening diseases (CLTD) including, but not limited to, Acquired Immune Deficiency Syndrome (AIDS), Tuberculosis (TB), and Hepatitis B, if contracted by a student or an employee. The School recognizes that scientific and medical evidence relating to the communicable and infectious nature of CLTD is subject to change and therefore wishes to maintain a flexible policy of sound discretion in dealing with any CLTD case that may arise. The School intends to be sensitive to the well-being and needs of its students, employees, and entire School community in dealing with any case of CLTD, not only to minimize any health hazard posed by CLTD, but also to minimize the isolation or embarrassment that might be suffered by someone in the School community suffering from a CLTD. Students are assured that students or staff who reveal the fact they have contracted a CLTD will have their status safeguarded in accordance with applicable federal and State laws.

The determination of whether a student diagnosed as having a CLTD is to be permitted to continue to attend School or to participate in any particular School activity will be made on a case-by-case basis. For a student, a team composed of the individual's treating physician, the student's parents or guardian, public and School health officials, and School administrators will recommend a course of action to the Head of School. Final determination as to whether a student will remain at Seven Hills, participate in any particular activity will be made by the Head of School pursuant to the Threat Assessment Policy. In making its decision, the School will consider reasonably available medical knowledge at the time of the decision, the physical and mental condition of the student, the reasonably expected interaction with others in the School by the student, any reasonable accommodations, and whether the student presents a direct threat to themselves and others in the School community as a result of the presence at the School.

The Seven Hills School follows the Ohio Administrative Code guidelines for the management of communicable diseases. The following precautions will be taken for students suspected of having a communicable disease:

- a) The School will immediately notify the parent or guardian of the child's condition when a child has been observed with signs or symptoms of communicable illness.

- b) The School will follow its Threat Assessment Policy in response to all potential symptoms of a communicable disease and the child may be isolated and sent home to his/her parent or guardian.
- c) An assessment will be conducted while the student is isolated for any child with any of the following signs or symptoms of illness: Diarrhea (more than one abnormally loose stool within a twenty-four-hour period); severe coughing, causing the child to become red or blue in the face or to make a whooping sound; difficult or rapid breathing; yellowish skin or eyes; conjunctivitis; a temperature of one hundred degrees Fahrenheit; untreated infected skin patch(es); unusually dark urine and/or grey or white stool; a stiff neck; or evidence of lice, scabies, or other parasitic infestation.

A student isolated due to suspected communicable disease will be cared for in a room or portion of a room not being used, within sight and hearing of an adult at all times. No child will ever be left alone or unsupervised. He or she will be made comfortable and provided with a cot. (After use, the cots shall be disinfected with an appropriate germicidal agent, or, if soiled with blood, feces, vomit, or other body fluids, the cots shall be cleaned with soap and water and then disinfected with an appropriate germicidal agent.) The child will be observed carefully for worsening condition and will be sent home to parent, guardian, or person designated by the parent or guardian as soon as practical.

While isolated from school, the child will be carefully watched for the symptoms listed above as well as unusual spots or rashes; sore throat or difficulty in swallowing; elevated temperature; or vomiting.

VII. Technology

Students are required to abide by the requirements and guidelines set forth in this section. Any student who violates the policy may be subject to discipline, up to and including expulsion.

1. Student Use of School Managed Technology

School managed technology is available to students to promote the educational program and should be used for academic purposes only. iPads and other devices are provided by the School and loaned to the student for the academic year. It is the responsibility of each student to care for and return these materials when their use is complete. Failure to meet this responsibility will result in a school detention or, if the materials are damaged/not returned, an appropriate bill will be sent to the parents at the end of the year. Students are expected to use technology tools responsibly and follow the acceptable use policy. They may not alter the configuration of any School-owned computer, iPad or other device provided.

Proper care should be taken with School equipment. iPads are not permitted in Founders Hall during any lunch period. Students who plan to use their iPads in the student lounge during free periods or lunch may not use them until they have finished their food and/or beverages. All iPads must be securely stored in a locked locker or closed backpack during lunch periods, after school while students are practicing sports, music, or drama and when otherwise not in use.

Students may not use the cameras on their iPads unless given permission by and under the direct supervision of a teacher, administrator, and/or Technology Department member during school hours. Parents may restrict the use of the camera at any other time by setting the Parental Controls.

2. Student Use of Personal Electronics

Personal electronics include but are not limited to laptops, cell phones, tablets, Kindles, MP3 players, smart watches, and game devices. In general, the School discourages students from bringing personal electronic devices, other than laptops and school issued iPads, to School. Each division has age-appropriate rules for the use of electronic devices. The School is not responsible for loss or damage of any personal electronic device.

3. Statement of Technology Ethics

The Seven Hills School computer network puts enormous power at the fingertips of all members of this community — students, faculty, staff, and families. Inherent in the use of this power, however, is the understanding that it rests on the School’s stated values and therefore requires its users to accept the same ethical responsibilities that govern other spheres of School life. The School assumes that individual users will be responsible for their behavior and communication over the network and that they will comply with School standards. The use of the network, like all other aspects of School life, is seen as a privilege and is built on trust.

The general rules, values, and responsibilities found elsewhere in the Family Handbook provide a sound basis for good decision making with regard to technology. In brief, users must respect the personal and material rights of others. Users must be aware that the School may review files and other communications on its systems to maintain system integrity and to ensure that users are accessing the system responsibly. Students shall have no expectation of privacy when using the School’s network. The School’s network and technological tools are provided for students to conduct research and to communicate with others. Access to these resources is a privilege, not a right. If students use technological tools for inappropriate purposes that negatively affect the day-to-day interaction of students, appropriate disciplinary steps may result. These disciplinary steps may include loss of use of certain technologies, suspension, or expulsion from School. It is important to note that when devices are not connected to the School’s network, the safety filter is not in effect.

4. Acceptable Use Policy

The purpose of the Acceptable Use Policy is to ensure School-wide compliance with the guidelines and educational objectives set forth by The Seven Hills School. These policies and guidelines shall apply to all students, faculty, staff, and administrators who use the Seven Hills’ technology resources as defined above. The ultimate responsibility for appropriate use of the Internet and Seven Hills’ resources lies with the user of these resources.

Technology resources are for the sole use of students, faculty, staff, and administrators of The Seven Hills School. These resources include computers, printers, scanners, iPads, multimedia equipment, access to the Internet, use of the School’s email system, and any hardware provided by Seven Hills.

These guidelines apply to all resources that may be locally or remotely accessed. Furthermore, remote access (any location not on the campus) implies that Seven Hills users will not allow any other person to access or use School computer resources.

All messages or postings to any Internet site on or off campus at any time (notes, email, newsgroups, bulletin boards, wikis, or other interactive forms of communication such as Instant Messaging) shall be educationally purposeful and appropriate. Hate mail, harassment, discriminatory remarks, vulgarity, swearwords, inappropriate images, other antisocial behaviors, chain letters, and threats of any kind are prohibited. Appropriate messages would include such communications relating to Seven Hills academics, co-curricular events, and School community life.

Technology users (computer, iPad, email, Internet) must respect the privacy of other users on and off campus. Students must lock their iPads using a passcode. This passcode will be provided to a parent, teacher, administrator, and/or Technology Department member when requested. Users may not, under any circumstances, log on under or use another user's account or iPad. Users may not share passwords.

Any recording device, including but not limited to video and digital cameras and camera phones to take videos or still pictures, may not be used to slander, bully or denigrate any student, visitor, staff member, faculty member, or administrator, on or off the campus at any time.

Users shall respect copyright laws and licensing agreements pertaining to materials entered into and obtained via the Internet or other electronic sources. Users shall not use the School provided internet and/or other resources provided by the School for financial gain, profit, commercial advertising, or political lobbying.

On campus, students may not use social networking sites, chat rooms, or online gaming sites without permission from and supervision by a teacher or School administrator. Use of Seven Hills technology resources must be in support of curriculum and research and consistent with the purposes and Mission Statement of The Seven Hills School. When using personal accounts, users are responsible for all activities conducted.

The use of Seven Hills technology resources to access pornographic material, inappropriate text files, information advocating violence or files harmful to the integrity of the School is prohibited.

Access to information on, but not limited to, gambling, illegal drugs, alcohol use, online merchandising, hate speeches, criminal skills, alternative journals, Fanfic, and chat rooms is prohibited. Again, use must be consistent with the values of The Seven Hills School.

Users of the Internet will be allowed to download or transfer appropriate programs, pictures, music files, or data onto the iPad for educational purposes. Users of the Internet will NOT be allowed to download or transfer programs, pictures, music files, or data onto any School-owned iPad, however, without first receiving permission from their course teacher.

Users of the Internet must not give their real name, address, phone number, school name or any personal information to anyone on the Internet unless under the supervision of a teacher, administrator or member of the Technology Department.

Students making maliciously false, harassing, discriminatory or other inappropriate reference about the School and/or its students, faculty, staff or administrators on any public internet site, chat rooms, or other public electronic media will be subject to disciplinary action that will be determined by administrators and could include suspension or expulsion.

Food and/or beverages are not permitted in any computer lab or in any area where computers are located on campus.

The Seven Hills School may access all incoming/outgoing data accessed by students who are using School's technology resources, at any time, with or without notice. Students have no expectation of privacy when using any School technology resource.

Students may not use any means to access restricted sites. Students may not set up proxy servers or use other means to bypass the School's Internet filtering devices. Students may not post images of teachers, staff or other personnel on the Internet without receiving prior written permission from the School and each of the individuals involved.

In providing links to any off-campus network, the School is required to follow that carrier's acceptable use policy in addition to our own. Those granted either full or supervised use of the Internet through a Seven Hills connection must remember that they become on-line representatives of the School when they exercise this privilege. Violations of the stated rules and guidelines in such situations reflect not only on the individual user but also on the School. Moreover, since a system as vast as the Internet inevitably includes some unethical or even dangerous users, Seven Hills users are urged not to give out personal information about themselves to other users on bulletin boards, chat boards, or other systems, nor may they divulge personal information about others.

6. Violation of Technology Acceptable Use

Use of technology at Seven Hills is a privilege, not a right. All technology users have a responsibility to utilize technology in an appropriate, authorized (by Seven Hills), lawful, and ethical manner, in accordance with this policy and Handbook. Violations of these policies must be reported to the Head of School and may result in suspension of computer and network privileges or other disciplinary actions, as described in the Family Handbook.

7. Social Media

Social media, as the term is used in this Policy, includes all methods of communicating and posting information on the Internet. It includes any web log or blog, journal, diary, personal website, social network or affinity website, Facebook, Instagram, Vine, web bulletin board, chat room, or any other form of electronic communication that exists, as of the publication of this Policy or will be created in the future.

Students are solely responsible for whatever they post online and must carefully consider potential consequences. Keep in mind that any conduct that adversely affects school [climate or safety](#) may result in disciplinary action up to and including expulsion. Students are encouraged to utilize internal procedures to resolve complaints.

Before students post anything on social media, they should read this Handbook. It is every student's duty to understand the Seven Hills No Discrimination and No Harassment Policy and Student Code of Conduct Policy. Inappropriate postings that may include discriminatory remarks, harassment, threats of violence, or assertions that are malicious, false, or similarly inappropriate or unlawful, will not be tolerated. Any student violating these policies will be subject to disciplinary action and may, as the law dictates, be subject to legal consequences.

Whenever students use social media, they should understand that Seven Hills will view the following as a violation of this policy:

- If a posting is viewed as malicious, obscene, threatening, intimidating, or disparaging to our students, employees, or parents, or could be viewed as harassment or bullying. This includes words, photographs, videos, and any other visual posting.
- If a posting is viewed as intentionally harmful to another person's reputation or may create a hostile school environment.
- It is the student's duty to understand that certain information is protected by law or policy, such as certain student and health and medical information.-

8. Privacy

Each student's online communication using school managed technology is a reflection of the School. Students have no expectation of privacy when using School managed technology or in any communication sent using school managed technology. The School also reserves the right to search and seize School managed technology and any privately-owned devices brought on School property or connected to it or interfering with its proper function. The School will cooperate with copyright holders, law enforcement, and other authorities, as appropriate, if they learn of illegal or potentially illegal use of School managed technology by School students or visitors.

VIII. Supplementary Information by Division

A. Lower School Programs and Policies

1. Start and End of Day

The school day at both Lower Schools begins at 8:30 a.m. and ends at 3:00 p.m. for kindergarten and 3:15 p.m. for grades 1-5. Pre-kindergarten at both Lower Schools ends with multiple dismissals at 11:30 a.m., 1:00 p.m. and 3:00 p.m. Students are expected to be at school the entire day. Classes begin at 8:30 a.m. so students must arrive on campus with enough time to gather materials and settle in before then.

2. Before and After School Care

For the convenience of parents, the school offers several ways to extend the school day with enriching activities for our two-year-olds through Grade 5. Lower School students can take part in our Early Care program and begin their day at 7:30 a.m. When the school day is over, After the Bell provides several opportunities for students between 3:00 and 6:00 p.m. After the Bell offerings, including Encore Club, enrichment programs, music lessons, may be offered throughout

the year. Interested families should visit the After The Bell webpage (on the school's website) and/or call Jill Romerill (728-2380)/Jill.romerill@7hills.org or Christina O'Donnell (728-2442)/christina.odonnell@7hills.org).

3. Holiday and Summer Programs

Seven Hills offers optional childcare for pre-kindergarten through fifth grade during school, many school holidays, and vacation. Holiday Care begins at 7:30 a.m. and ends at 6:00 p.m. on School records days, conference days, and on selected School break days, if there is sufficient registration. Reservations are required a minimum of two weeks in advance.

Summer Enrichment Programs - For the convenience of parents, Seven Hills also offers a variety of age-appropriate summer enrichment programs for students in pre-kindergarten through grade 5 for eight weeks of the summer vacation. These programs are available both to Seven Hills families and to those from other schools. These programs are offered five days a week from 7:30 a.m. to 6:00 p.m. Options include a morning session (9:00-12:00) and an afternoon session (12:30-3:30), as well as Early Care (7:30-9:00), Lunch (12:00-12:30), After Care (3:30-4:45), and Extended Care (4:45-6:00). Specific program information is sent out in the spring.

4. Drop Off and Pick Up

Drop off and pick up procedures are specific to each Lower School campus and will be shared by the Lotspeich or Doherty office. Follow all parking and car pick up line directions which are included in the August mailing. The information is also available on the Parent Portal (My Seven Hills) of the website under "Stinger Central."

To ensure the safety of our students it is important that, before parents or caregivers enter the campus, they turn off cell phones and avoid driving any faster than five miles per hour.

Also, please be certain that everyone responsible for drop off or pick up is familiar with the procedures.

5. Parties

Teachers will work closely with parent volunteers who coordinate the classroom events. All Lower School parties are food free. Volunteers should coordinate with classroom teachers on activities.

Invitations to outside parties will not be distributed in school.

6. Assemblies

A variety of school assemblies are held throughout the year. These presentations build school community and enhance student learning.

7. Counseling Program

Lower School counselors work in collaboration with teachers to help our Early Childhood and Lower School students begin to develop social, emotional, and academic skills to help them thrive in a wider world. Children gain confidence, resilience, and empathy as they take their places as members of a caring school community.

Each of our Lower School divisions has a full-time school counselor who provides regular instruction in Social and Emotional Learning (SEL). These guidance lessons focus on five critical areas: self-management, self-awareness, social awareness, relationship skills, and responsible decision-making. The Middle School and Upper School likewise each have full-time school counselors.

In addition, school counselors are available to work with students individually or in small groups, collaborating with classroom teachers to accommodate students' academic, social, and emotional needs. Parents are welcome to meet with the counselors when they have concerns about child development in general, or their child in particular.

8. Community Service

Starting as early as kindergarten, Seven Hills integrates regular community service into our Lower School students' experience. Service opportunities vary according to the age and interests of our students. Some involve the collective effort of the entire Lower School community (e.g. holiday food, coat, and mitten drives). Others engage students at specific grade levels in providing resources or services to people in need.

9. Discipline

The School sets guidelines for behavior, derived from our School Values, which ensure that in our Lower School students can grow in independence and responsibility, and nurture what we believe to be their innate capacity for respect and concern for those around them. In general, students are expected to demonstrate honesty, trustworthiness, responsibility, respect, inclusivity and kindness to and consideration for others.

We believe that students at this level need clear limits and boundaries. And we also believe that students develop best when they have opportunities to reflect honestly on how their behaviors impact their own lives and the lives of other people. Accordingly, we seek to avoid an approach to discipline that is too formulaic. Though there are, of course, consequences for breaches of School rules and policies, in general our approach is to identify the behaviors we hope to see by reinforcing the School's values, reminding students of behavioral expectations, and celebrating examples of good behavior.

For those times when behavior is inappropriate, we will, where possible, patiently work with students and their families to bring about the desired change. Most discipline issues at the Lower School are handled within the classroom. At times, the school counselor may be asked to intervene in a disciplinary matter. Other, more serious consequences may include meetings with the Division Head. When the situation warrants, the Division Head may determine to suspend or expel a student, in consultation with the Head of School.

We trust parents will understand and support the School's overall efforts to maintain a positive and nurturing environment for our students.

10. Teacher Requests

Teachers work hard in placing students in classes, making thoughtful decisions based on what is known about each student and the strengths that are observed here at school. Many factors are considered in these decisions: balancing academic needs and learning styles, gender ratios and providing students with opportunities to make new friends. Should all parent requests be entertained, the necessary balance that ultimately provides the best learning environment for all of our students can easily be missed.

B. Middle School Programs and Policies

Middle School Life

School is much more than the classes a student takes. Indeed, curriculum is everything the student experiences at school – classes, assemblies, teacher and classmate relationships, lunch, extracurricular activities, fine and performing arts, and sports. These non-academic experiences help Middle School students grow in confidence and skills. Accordingly, the School encourages students to participate as fully as possible in the broad array of co-curricular and extracurricular programs we offer.

1. Fine and Performing Arts

Middle School is the time when hidden talents emerge and undiscovered passions surface. It's also a time when children gain more social confidence. Participation in the arts can provide an important vehicle for students to find their own voice and help students develop empathy for others. They provide an important avenue for personal expression and growth as they refine their unique talents.

In sixth and seventh grade, students participate in all three disciplines of music, drama, and visual art, taking the equivalent of 80 minutes of arts instruction a day. In eighth grade, they choose the disciplines in which they would like to specialize, selecting specific arts courses that align with their emerging interests.

2. Visual Art

In our Middle School visual arts program, students learn to express themselves confidently as they study the core elements and principles of art and design. Beginning in sixth grade, students are introduced to perspective drawing, figure drawing, glass fusing, and clay building. As they progress through the curriculum, students learn about art in the context of history and culture while developing more advanced techniques. This allows students to enjoy their interest while learning to appreciate and understand historical periods and new ways of thinking.

3. Drama

With a focus on communication and collaborative self-expression, our Middle School drama program encourages students to adapt quickly, take risks, and problem solve creatively. Students learn through theater games and improvisational exercises that translate to any endeavor they may take, on or off the stage. As they progress through the drama program, students go beyond traditional concepts such as voice and movement and advance into exploring the creative process through the eyes of writer, director, designer, and actor. Drama is an excellent way to build self-confidence and speaking skills, and see large works come to life through teamwork.

Many opportunities exist for students to become involved in the drama program outside of the required classes. There are usually two annual performances (a fall and a spring production) for students in grades six through eight. Students may audition for acting parts and/or sign-up for stage or production crews.

4. Music

Instrumental, choral, and general music courses give our musicians and singers ample opportunity to practice their craft and perform with others. For our instrumental students, a majority of their time is spent learning rhythm and following the director. As they become technically proficient, they learn more complex music and participate in ensemble experiences. Our general music curriculum gives students the opportunity to understand the cultural impact of music. They use digital technology to compose, edit, and arrange their own music as they become more familiar with elements such as melody, tempo, and rhythm.

In choral classes, students start by learning basic vocal techniques before furthering their range and balance. As they learn to read more complex music and master ear training exercises, students become independent musicians, learning their strengths and weaknesses and improving on them.

5. Clubs and Activities

With a broad range of after school clubs and activities to choose from, Middle School students can spend time during and after school connecting with classmates, taking new risks and finding new interests. And as they grow more self-aware and independent, we give them the opportunity to cultivate their unique interests and take a deeper dive in what they enjoy. Listed below are some of the clubs that have been offered for students during the past several years:

- **Student Council:** Student Council is composed of selected officers and interested students. They meet weekly to plan events that promote Seven Hills spirit. Student Council plans events ranging from dances and fundraisers to Middle School traditions like Pumpkin Day.
- **Yearbook:** Yearbook staff compiles memories from throughout the year to create the Middle School yearbook. The team includes editors, photographers, planners, and designers.
- **Science Club:** The Science Club is open to Middle School students in all grades with an interest in the subject. Students discuss science-oriented topics and complete experiments and projects. Scientific professionals also visit the club to share their expertise.

- **Lego Club:** Students with an interest in Legos can find a home in this club. Middle Schoolers can build with Legos during their lunch period.
- **Programming Club:** Programming Club is for students of all skill levels. Students with an interest in computer programming may learn about physical computing, robotics, and other areas of electronics.
- **Art Club:** The Art Club is an opportunity for Middle Schoolers to explore their artistic side using a variety of materials and techniques.
- **Card Club:** Students can learn to master several classic card and board games. Euchre, cribbage, and backgammon are just some of the fun games Middle Schoolers play in Card Club.
- **Community Change Club:** In Community Change Club, students make a difference — at Seven Hills and beyond.
- **Culture Club:** Culture Club celebrates the rich cultural diversity of the Middle School's student body. Students learn about the world and experience different cultures in a hands-on way by celebrating holidays, trying different foods, and hearing from guest speakers. Culture Club fosters an environment of multicultural understanding, a sense of global awareness, and an interest in social action.
- **Math Club:** Math Club prepares students in grades six through eight for the nationwide MATHCOUNTS competition held in February. MATHCOUNTS aims to increase enthusiasm for Middle School mathematics. Math Club students also participate in SIGMA and Ohio Math League contests. Students with a love of math can join Math Club even if they don't wish to compete.
- **Latin Club:** Latin Club is open to all Middle School students with an interest in Roman and Greek mythology, history, culture, archaeology, and language. Club members explore Roman life, holidays, and games.
- **World Building Club:** Creating a new world takes writers, filmmakers, graphic artists, and videogame designers to bring a planet to life. In World Builder Club, students envision complex cultures, map their world's geography, and create new humanoid species. Students complete creative projects and watch fantasy and sci-fi films for inspiration.
- **Junior Thespian Club:** The Junior Thespian Club is an international honors organization that recognizes the achievements of Middle School drama students. The troupe provides additional opportunities for students to work in theater outside of school plays.
- **Origami Club:** Novice origami enthusiasts and experts are welcome to create paper art in the Origami Club. Students are encouraged to share new techniques and learn the classics.

- **Star Wars Club:** Tailor-made for Middle Schoolers who love the popular sci-fi series, members of the *Star Wars* Club attempt to watch all the *Star Wars* films in the course of the school year.

6. Student Council

The primary focus of student government at the Middle School is to develop student leadership. Student Council is one vehicle for such experiences. Major projects of the Student Council include planning student social and service activities and dealing with student community issues and concerns. Student Council meetings are held regularly throughout the year.

7. Yearbook

Each year, a group of interested students from all three grades puts together a Middle School yearbook. With the support of faculty advisors, these students take pictures and lay out the yearbook during the school year. The yearbook is then distributed to students at the beginning of the following academic year.

8. Community Service

When students encounter a range of perspectives, their understanding of the world becomes richer. Over time, we want to instill in our students an instinct for empathy and a sense of responsibility about improving the lives of others.

For this reason, we integrate robust community service into our Middle School students' experience. Service opportunities vary as much as our students — they volunteer at local hospitals, participate in micro lending programs that benefit people around the world, raise funds to benefit the Cooperative for Education, and work to clean up the community.

Because our Middle School students are often exposed to service leaders from all over the Cincinnati community, they learn the root causes of persistent social problems, giving them a deeper understanding of our city and of the role that they can play in improving the lives of others. Our Middle School students participate in a variety of service projects such as:

- Serving meals to the homeless
- Cleaning up a city park
- Working with other city aid organizations such as The Caring Place and Tender Mercies
- Volunteering at Matthew 25 Ministries on Martin Luther King Jr. Day, devoting their day to service
- Spending a Saturday morning in Over-The-Rhine working and playing with children who live in the area

9. Field Trips

Periodically, classes will take field trips that enhance topics being studied in class or the entire school will attend a theatre or musical production or visit a museum. A blanket field trip permission form is included with the enrollment contract and will apply to trips that take place entirely within the normal school day. Specific written notification to parents will not necessarily be given for

such trips; however, if the trip begins or ends outside of school hours or if special preparations (money for food, dress, etc.) are needed, written information will be sent home with the student and/or noted in the weekly Blast that is emailed to families.

10. Advisory

At Seven Hills, we hope that all of our students will feel known and cared for because, over time, students tend to develop close relationships with their teachers.

In the Middle School, we seek to supply additional support to students by placing them in a small close-knit advisory group, grouped with other students in their grade and led by a faculty advisor. The advisors are the primary source of guidance for students. They can also serve as a sounding board or advocate as academic, social or even disciplinary challenges arise. Advisors also implement a Social Emotional Learning curriculum during weekly advisory meetings.

11. Counseling

In addition to their teachers and their advisor, students can also turn to our guidance counselors to help them navigate the complexities of growing up.

In Middle School, a dedicated counselor helps guide students through this crucial stage of emotional and social development. Available at any time to our students for one-on-one or small group meetings, our counselor works to help Middle School students set goals and identify problems. In addition, our counselor is available to consult with teachers and meet with parents about adolescent development, even observing students in the classroom environment to gain more useful insights.

The Middle School counselor also oversees the comprehensive guidance program Second Step. The Second Step curriculum develops skills in five key areas including self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Implemented during regularly scheduled advisory times once a week for the entire school year, all teachers are trained in delivering this evidence-based, cohesive curriculum. Each grade level in Middle School uses these components as the foundation for exploring topics such as empathy and communication, bullying prevention, managing emotions, substance abuse prevention, and personal goal setting.

12. Weekly Assemblies

Each week, the entire Middle School gathers for a weekly assembly. These gatherings, run by our eighth grade students, help build the close, supportive community that defines our Middle School.

Students hear announcements, get reminders about upcoming events, and give recognition to teams, groups, or individuals for recent achievements. Assemblies also give the Middle School faculty a chance to reinforce the School's values with short videos, presentations, outside speakers, or reflections on teachable moments. Periodically, assemblies feature members of the Greater Cincinnati community who may inspire students with their work or volunteer commitments.

Throughout the academic year, teachers also recognize a “Student of the Month” for his/her efforts or achievements in any aspect of life in the School. It is a simple ceremony to acknowledge students who have modeled the seven values of Seven Hills.

13. Discipline

The School sets guidelines for behavior, derived from our School Values, which ensure that in our Middle School students can grow in independence and responsibility, and nurture what we believe to be their innate capacity for respect and concern for those around them. In general, students are expected to demonstrate honesty, trustworthiness, responsibility, and kindness to and consideration for others.

We believe that students at this age need clear limits and boundaries. But we also believe that students develop best when they have opportunities to reflect honestly on how their behaviors impact their own lives and the lives of other people. Accordingly, we seek to avoid an approach to discipline that is too formulaic. Though there are, of course, consequences for breaches of School rules and policies, in general our approach is to identify the behaviors we hope to see by reinforcing the School's values, reminding students of behavioral expectations, and celebrating examples of good behavior.

For those times when behavior is inappropriate, we will, where possible, patiently work with students and their families to bring about the desired change. Most discipline issues at the Middle School are handled within the classroom. At times, the advisor, dean, or school counselor may be asked to intervene in a disciplinary matter. Other, more serious consequences may include after school detentions or meetings with the Head of Middle School. When the situation warrants, the Head of Middle School may determine to suspend or expel a student, in consultation with the Head of School.

We trust parents will understand and support the School's overall efforts to maintain a positive and nurturing environment for our students.

14. Course Placements/Teacher Requests

When considering the placement of Seven Hills students into various classes, the faculty and administration carefully evaluate what is in the best interest for each individual learner, balanced with the creation of an optimal class schedule. Although we encourage ongoing communication with parents regarding every child's particular learning style and academic needs, we are not able to honor individual requests for particular teachers and particular classes. Honoring such requests and not others would undermine both the sense of equity within our community as well as the primary responsibility of such placements appropriately being in the hands of divisional teachers and administrators. All four Seven Hills divisions operate in this manner. If there are ever any questions or concerns regarding this matter, please speak with the Head of Middle School.

C. Upper School Programs and Policies

Upper School Academics

1. Creating a Balanced and Reasonable Schedule

The Upper School aims to offer a balanced, appropriately challenging schedule to each individual student. Course registration is therefore an important step in setting students up for a successful academic year. We encourage students to take a combination of courses that will make their school year challenging but attainable.

2. Course Approval and Course Placement

Students must have departmental approval to take any given Honors or AP level course. At the start of the registration process, each student will receive a list of courses he or she has been approved to take.

Students who wish to take an Honors or AP course but who have not been approved by the department may petition the department to reconsider its decision. Petitions must be submitted to the department chair by the specified date during the registration period. Petitioners and their advisors will be notified of the department's decision the week following the close of the registration period.

3. Advanced Placement Courses and Examinations

Except in the most unusual cases (which must be approved by the Head of Upper School) all students in advanced placement courses (designated by an "AP") are required to take the relevant Advanced Placement examination. When an exception is granted and a student does not take the AP test, the "AP" designation will be removed from a student's transcript. When necessary, any colleges which have received an application will be informed. Students taking Advanced Placement examinations must pay the test fees although those whose circumstances warrant it may petition the College Board for a "Fee Reduction."

4. Requests for Particular Teachers or Sections

Although we encourage ongoing communication with parents regarding every child's particular learning style and academic needs, we are simply unable to honor individual requests for particular teachers and particular classes. Honoring some such requests and not others would undermine both the sense of equity within our community as well as the primary responsibility of such placements appropriately being in the hands of divisional teachers and administrators. If there are ever any questions or concerns regarding this matter, please speak with the Head of Upper School.

5. Schedule Changes

The goal of course registration is to have students make good decisions about a challenging but manageable academic load. Changing a student's schedule after it is made, and especially after the school year has begun, can affect a student's full-time status, graduation requirements, college applications, and athletic eligibility, among other issues. In those instances where schedule changes are appropriate and necessary, the following procedures apply:

I. Adding or Dropping a Course

After the second day of classes and during the first two weeks of the year, a student may drop or add a course only after talking with his or her advisor and college counselor about the change and the reasons for doing so. The advisor and student will initiate a request for a schedule change (Drop/Add Form) and the student will then talk with the Scheduler who will review the change request to ensure that the change is possible with the student's current schedule, and what impact, if any, the change would have on the student's full-time status, progress toward graduation, and athletic eligibility. Seniors must also consider the implications for college applications. A schedule will be changed only with the approval of the student's advisor, the college counselor, the Scheduler, the teachers involved, and the student's parents. Students will not be permitted to drop a course if doing so would put them below 5 credits (or the equivalent) required each semester to be a full-time student. The Scheduler will inform the student, the Athletic Director, and the Health and Physical Education Department Chair if a schedule change affects a student's athletic eligibility.

Students may add classes only during the first two weeks of the year for yearlong and first semester courses or during the first two weeks of the second semester for semester courses only. Because of the extra work involved with catching up and completing the initial assignments, a teacher may deny permission for a student to add the class if the request comes near the end of the two-week period.

An exception to this policy and permission to add a course after the first two weeks of the semester will be granted only with the approval of the advisor, college counselor, the course teacher, the department chair, the Scheduler, the Head of Upper School, and the parents.

Any course dropped during the first quarter will be removed from the student's schedule, report card, and transcript.

A change is not official until the student has obtained all the required signatures, submitted the Drop/Add Form, and been issued a new schedule. Students should continue to attend their current classes and may not attend new classes until they receive a new schedule and all teachers have been notified.

If a student drops a course after the first quarter, the report card and transcript will still show the course name with the grade WDP or WNP depending on the student's academic standing in the course at the time of withdrawal. A student who withdraws passing may request that the grade he or she was earning at the time of withdrawal be listed. However, the final grade for the course will be WDP, no partial credit is awarded, and any quarter or semester grades earned prior to withdrawal will not be counted in the student's GPA.

If a student moves from an Honors or AP course to the College Prep version of that course, the student will receive a quarter grade which represents the work done in both sections. If the change is made at the end of the first quarter, the grade will be converted to the appropriate level (Honors or College Prep). If the change occurs in the middle of a quarter, the grade is based on the grades

earned and the percentage of the quarter enrolled in the Honors/AP section combined with the grades earned and the percentage of time enrolled in the College Prep section.

Only the final course title and the consolidated grade(s) as computed above will be listed on the report card and the transcript.

6. Flex Credit

Seven Hills provides four ways for students to earn high school credit:

1. by completing courses at Seven Hills in the normal way
2. by testing out of courses
3. by taking courses at other accredited institutions
4. by pursuing independent study options

I. Normal completion of courses

The Program of Studies delineates graduation requirements and lists the entire Upper School curriculum.

II. Testing out of courses

Seven Hills permits students to demonstrate mastery of a course by scoring at least 85% on a School-developed comprehensive examination. Such courses are graded pass/fail for the purposes of the transcript. Students who pursue this option should understand that pass/fail grades do not affect the cumulative GPA.

Each Upper School department has prepared exams that reflect the comprehensive competencies and learning outcomes of each course offered by the department.

Students who score at least 75% but less than 85% are eligible to try a second time to test out of a particular course but must do so within one week of having taken the first test. The second test will be a comprehensive exam, similar to the first test. Students may try twice to test out of a specific course; those who are unsuccessful in two efforts may not try again to do so.

Students interested in testing out of and receiving credit for a year-long or fall semester course must submit a testing-out proposal to the department chair by June 1 and must take the department's exam no later than August 15. This allows students time to register for courses if they do not demonstrate mastery on the exam. Students interested in testing out of and receiving credit for a spring semester course must take the department's exam by December 1. Again, this allows students time to register for second semester courses if they do not demonstrate mastery on the exam. Interested students are required to make arrangements with the department prior to these deadlines for taking the test. Except for students new to Seven Hills, no extensions of these deadlines will be permitted.

III. Taking courses at other accredited institutions

A. College Courses

Seven Hills awards credit for the successful completion of credit-bearing college courses. The course must be coordinated with the department chair and Head of Upper School before registering. Such courses are graded pass/fail for the purposes of the transcript and therefore do not affect the cumulative GPA. Once they have completed their courses, students who pursue this option should have the credit-issuing college send a transcript to Seven Hills to certify their completion of the course.

B. High School Courses

1. Courses that replace Seven Hills courses (for example, Algebra II)
Departments reserve the right to require that, in addition to completing the non-Seven Hills course, students take and pass with at least an 85 % the Seven Hills end-of-year exam. In either case, students pursuing this option should have a transcript sent to Seven Hills to certify their completion of the course. Such courses are graded pass/fail for the purposes of the transcript and therefore do not affect the cumulative GPA.
2. Electives
Students pursuing this option should have a transcript sent to Seven Hills to certify their completion of the course. Such courses are graded pass/fail for the purposes of the transcript and therefore do not affect the cumulative GPA.

IV. Pursuing Independent Study Options

Students may develop a plan for pursuing an independent study option. Those interested in pursuing this alternative must write a detailed personalized learning plan that includes the following elements:

1. Course description, syllabus, and rationale: a narrative that describes the motivation for the independent study option; the specific topics that will be studied (a syllabus); a listing of specific course objectives and desired outcomes; a statement of how, and how often, those outcomes will be achieved and assessed; and a timetable that outlines the start and completion dates for the course.
2. Textbooks and/or other resources: Students must list the textbooks and/or other resources that will be used.
3. Meeting Schedule: The student must include a specific schedule of meetings with his or her proposed teacher, supervisor, or program director.
4. Adult Sponsors: The student must have a Seven Hills Upper School teacher agree to be his or her sponsor for the learning plan, even if the learning plan is based on an off-campus program. Whenever possible, this teacher will be a member of the department relevant to the student's coursework. The student must also identify the off-campus lead contact person.
5. Timetable: The proposed personalized learning plan must be presented to the appropriate department chair and Head of Upper School by August 1 for a year-long or first-semester credit proposal, by December 1 for a second-semester credit proposal, or by May 1 for a

proposed summer credit proposal. Except for students new to Seven Hills, no extensions of these deadlines will be permitted. The department chair will meet with the student, and the department will make a decision regarding the proposal within two weeks of that meeting. Students must have an independent study plan in place and approved before moving forward. Students without pre-approval who seek credit after the fact (after they have begun or completed an alternative educational option) will not receive credit.

6. Credit: Once the independent study plan has been approved, issuance of credit will be determined by the Seven Hills sponsoring teacher in consultation with the department chair and the Head of Upper School. If the plan involves an off-campus component, input from the off-campus contact person, if there is one, will become part of the decision to issue credit.

Notes:

1. The academic department approving the independent study plan may use a test to help determine whether the student has fulfilled the project's stated goals and outcomes.
2. If, in the course of the student's regular meetings with the Seven Hills sponsoring teacher, the teacher believes the student is making insufficient progress towards agreed-upon objectives and competencies, the sponsor will send a letter of concern to the student and his or her parents, the off-campus contact person if there is one, and the Head of Upper School. If after a subsequent meeting, the student's progress continues to be insufficient, the Seven Hills sponsoring teacher will send a letter of warning indicating that the student is in danger of not receiving credit for his or her course work. An independent study that does not receive credit will not appear on the student's transcript.

Transfer students: The granting of independent study credits earned by transfer students will be determined by the Scheduler in consultation with the relevant department chair and the Head of Upper School. Transfer students should not expect automatic acceptance of all credits earned in their previous school.

V. Flexible Credit and Full-time Status

1. Courses: Except in rare cases and with the permission of the Head of Upper School, a course offered at Seven Hills (e.g., English 10) may not be replaced by a flex credit course taken during the school year.
2. Grades: For the purposes of the transcript and the student's GPA, flex credits are graded on a pass/fail basis. Students should understand that pass/fail grades do not affect the cumulative GPA.
3. Graduation Requirements: Unless special circumstances prompt the Head of Upper School to waive this rule, students may take for flexible credit **only one course per department that satisfies a graduation requirement**. Additional flex credits may be counted as electives.
4. Full-time Status: Students may use only one flexible credit course per semester to count toward full-time status at Seven Hills. This course must be taken during the school year.

5. Athletic Eligibility: According to the Ohio High School Athletic Association, students who are participating on Seven Hills athletic teams must receive a passing grade or a satisfactory progress report at the end of each quarter to maintain their eligibility.
6. Students may not use a project for another Seven Hills program such as Personal Challenge or Community Service as a flexible credit course.

7. Grade Point Averages

Only grades earned at Seven Hills count in a student's Grade Point Average (GPA).

In computing the weighted GPA, which appears on report cards and transcripts, an extra .25 is assigned to upper level College Prep courses, an extra .50 is assigned to each Honors level course, and an extra 1.0 is assigned to each AP or Post-AP course. Introductory level College Prep courses are unweighted. Upper level College Prep courses are generally defined as those that have a prerequisite course, grade standing requirement, and/or that go beyond the first level in a sequence of courses.

8. Honor Roll and Merit Roll

Students with high grade point averages based on the four-point scale described below are recognized as being on the Merit Roll (GPA of 3.165 to 3.494) or Honor Roll (GPA of 3.495 or higher). A student who receives an NP or an INC in any course or a P in a course that is normally graded is not eligible for Honor or Merit Roll for that quarter. Unweighted GPAs are only calculated for internal purposes, such as Honor and Merit Roll, as a way to recognize students with high letter marks. Unweighted GPA is never published on official transcripts.

9. Academic Notice and Probation

In Upper School, when a student's mid-quarter, quarter, semester, or final grades are a cause for concern, they may be placed on academic notice. In general, the criteria for going on academic notice are one or more grades of "NP (Not Passing)," two or more grades of "D," or three or more grades of "2" for Effort.

A letter from the Head of Upper School will notify parents that a child has been placed on academic notice. If a student has been on academic notice multiple times, the School may place him or her on academic probation. If a student remains on academic probation for multiple quarters, he or she may be dismissed from the School.

Students on academic notice and academic probation will have at least one study hall per day; they may be assigned more at the advisor's discretion. Seniors on academic notice or academic probation do not have senior privileges.

10. Incomplete Grades

Incomplete grades must be made up within two weeks after the end of that marking period. It is the student's responsibility to make these arrangements with the individual faculty member. Failure to do so will result in the incomplete grade being changed to a grade of "Not Passing" or averaged with a grade of zero for the missing work.

11. Study Hall Policies

The study hall is a silent workspace available to any Upper School student. Ninth graders begin their Upper School career with two free blocks and their other unscheduled blocks assigned as study halls. After the first report card, ninth graders who are on honor roll or merit roll will gain some of their free blocks back. Ninth graders must also have demonstrated good school citizenship to gain and keep their free blocks.

Students on Academic Notice or Academic Probation have at least one block of study hall per day. They may be assigned more at the advisor's discretion. Students who have not completed Community Service and/or Personal Challenge by the assigned deadlines will be assigned study halls.

12. Scheduling of Major Tests or Assessments

In Middle and Upper Schools, a major assessment is any assigned work meeting at least one of the following criteria:

- An in-class assessment which takes at least half the class time.
- A written assignment of 4 paragraphs or more, whether in class or at home.
- A project or assignment counting for at least 15% of the overall quarter grade.

Students should not have more than two (2) major assessments (tests or other major assignments such as papers, reports, etc.) due on the same day, and teachers must make a good faith effort to avoid assigning major assessments that conflict with other major assessments.

A student who has more than two (2) major assessments scheduled for a given day may request that one of the assessments be moved. Provided the request is made at least 48 hours in advance of the major assessment, teachers must make a good faith effort to accommodate such requests. Teachers and students should work together to arrive at an equitable solution. If a major assessment is rescheduled for an individual student, that student must be in the classroom or Study Hall during the originally scheduled time during which other students are completing the assessment.

Major assessments should be assigned at least one (1) week in advance. The predetermined length of a test is to be determined by the teacher administering the test. For the purposes of the full implementation of this policy, any assessment which takes more than half the class time is a "TEST" regardless of what name (e.g., "quiz") it is given.

Homework should be assigned in class, and Middle and Upper School teachers should post all assignments to Schoology by 4:00 p.m. on the same day that the work was assigned.

Students who require extended time are encouraged to finish a test during the course of one (1) calendar day if at all possible. Also, "multi-sectioned" tests should be given to those students in portions so that they will not gain an unfair advantage if they choose to use extra time.

Tests to be administered in study halls, whether makeup or extended time tests, must preserve testing integrity for those exams. A study hall test label with specific testing information must be attached to every test or quiz administered in the study hall. Students taking tests in a study hall must begin and end all tests in the duration of one class period, unless the student is being provided an extension as an accommodation. As with study hall test procedures, testing for extended time test-takers must be monitored carefully. Students may not return to tests once they have seen the questions. All quizzes and tests must be placed into the “completed tests folders” at the end of the period.

All tests, whether administered in the classroom, study hall, or elsewhere, must be supervised by a faculty member or School staff member for the duration of the test, without exception.

13. Making Up Tests

“Make-up tests” can be scheduled on any day of the week. Make-up tests should be completed absolutely as soon as possible.

- Tests to be administered in study halls, whether make-up or extended time tests, must preserve testing integrity for those exams. Students must complete a test (or, in the case of extended time students, a discrete portion of a test) within one block; they may not return to tests once they have seen the questions.
- Students taking tests in a study hall must begin and end all tests in the duration of one block.
- A study hall test label with specific testing information will be attached to every test or quiz administered in the study hall.
- All quizzes and tests must be placed into the “completed tests folder” at the end of the period.

14. Semester Exams

First semester exams will occur the week before winter break. Second semester exams will occur the week following the end of the second semester. The library and cafeteria are open throughout the week. There is no formal supervision once exams are over, nor are any sporting events scheduled during Exam Week.

Upper School Student Life

1. Advisory and Class Meetings

One of the defining characteristics of Seven Hills is that all students feel known and cared for. Students tend to develop close relationships with their teachers. In addition, Seven Hills seeks to supply additional support to students by providing a home base within a small cohort of students guided by the teacher.

Ninth graders are grouped together in advisories that follow a curriculum aimed at making the students feel at home in the Upper School, introducing them to important parts of the program,

building in them skills that they will draw on throughout the next four years. In grades 10 through 12, students are grouped in mixed age cohorts.

The advisor is generally the primary point of contact for students or parents. Advisors find opportunities to create close relationships with the students in their charge so that they can provide support or guidance when necessary.

Advisors have duties in several areas: social and emotional learning, academic advising, personal advising, record-keeping, disciplinary supervision, serving as a liaison between the school and home, orchestrating community service work, and the Personal Challenge project. Advisors discuss Community Service possibilities with advisees, guiding advisees in completing the Community Service requirement and periodically checking on their progress.

Class meetings, generally held once a week, are another opportunity to guide students through the academic year. The class meeting curriculum involves a range of grade-level specific activities, presentations, and discussions.

2. College Counseling

Seven Hills' four-year college counseling program is designed to help students find their "best fit" school. Our college counseling philosophy is simple: the more students understand who they are and what they want to do, the better able they are to recognize the colleges where they'll learn and thrive.

In ninth grade, we pair every student with a college counselor who works with them individually for all four years. These professionals listen and learn about each of their students, formulating a thoughtful plan that ultimately includes every aspect of the college search:

- In freshman year, we encourage students to jump into the life of the Upper School inside and outside the classroom. We talk with them about their courses and their study habits, their extracurriculars and their community interests, and we lay the foundation for our four-year counseling relationship.
- We ask sophomores what they learned about themselves as freshmen and how they want to use that information to move forward. We listen for their academic strengths, talk about how to shore up weaknesses, discuss new activities and interests, and work on time management. We encourage them to drop into a college representative's school presentation, to attend a college fair, to sit for the PSAT, and to see a few colleges during a school vacation. And we plan with them for the all important junior year.
- We meet with juniors in groups and individually to make sure they're on top of the key college admissions details that will affect their lives. That means more conversations about what they're taking and why, how they use their non-academic time, and what dreams for their future are beginning to take shape. We prepare their college lists, clarify the characteristics of SATs and ACTs, discuss which tests to take and when to take them, explain how to use college visits to their advantage, and how the Personal Challenge and Community Service projects can serve them well.

- We are the seniors' constant companions, working with them on their applications, their resumes, their interviews, and their essays from beginning to end. We help them decide whom to ask for recommendations, which scores to send, how to maintain a balanced college list, when to apply for scholarships and financial aid, and how to stay sane in the process. We are often also in touch with parents, who tend to have many of their own questions!

By the time students make their final decisions, they've gone through a thorough process of self-discovery. They know what matters to and motivates them, and most importantly, they are *ready*.

3. Guidance Counseling

In this final stage before heading off to college and into the wider world, we're here to support our students academically and emotionally. We stand by their side through both the tribulations and triumphs that growing up brings.

Apart from college counselors, students in Upper School have access to a full-time school counselor that assists them as they navigate the social and emotional terrain of adolescence. This counselor serves as a lead advisor to the entering freshmen class, oversees the implementation of the Advisory Program, and teaches valuable life and study skills. In their sophomore, junior, and senior years, the school counselor plans and delivers class meetings on topics such as healthy relationships, stress management, distracted driving, mindfulness, and substance abuse prevention.

This, along with a growth and understanding in the five foundational elements of the Seven Hills counseling program — self-awareness, self-management, social awareness, relationship skills, and responsible decision making — equip our Upper School students for college and life, helping them realize their best selves.

4. Discipline Procedures and Consequences

The Dean of Students is the key administrator responsible for discipline in the Upper School, and can assign detention for infractions of School rules and or other behavior that is not in keeping with the School's standards. Detention is generally held at the end of the school day, and a student who is assigned a detention may have to miss an after-school activity to serve it.

The Head of Upper School and the Head of School may become involved in more serious disciplinary issues.

In response to a more serious situation, the Dean of Students or Head of Upper School may call for a meeting of the Disciplinary Committee. This committee is generally composed of three faculty members: two standing members of the committee, who would be joined by the student's advisor or another teacher who has worked with the student. The student's parents should attend the Disciplinary Committee meeting if possible. The Dean of Students will preside over the committee meeting. At the end of the meeting, the committee will make a disciplinary recommendation to the Head of Upper School. Consequences could include the following:

- **In-School Detention:** A consequence in which a student is in a private study hall for one or more days. A student might or might not be permitted to attend classes while in in-school detention.
- **Suspension:** The most severe disciplinary action taken short of expulsion. A student who has been suspended is removed from the community for one or more days and may not come to campus for any classes or other events.
- **Expulsion:** Students are expelled for the most serious offenses or for a repeated inability to abide by school rules. An expulsion becomes part of the student's permanent record and is indicated on his or her transcript.

Both the Head of School and the Head of Upper School will be involved in any disciplinary situation culminating in the expulsion or required withdrawal of a student. In order to dispel rumors and to explain the School's response to unacceptable behavior, the Head of Upper School or Head of School may address the community about matters that culminate in this level of consequences.

Disclosure Policy

The College Counseling Office will answer questions regarding major disciplinary action posed by colleges in secondary school reports, mid-year reports, and final school reports. Students are expected to disclose such information to colleges posing such questions to them as well. For students who have completed applications to colleges that requested disciplinary information, the School will notify those colleges of major disciplinary actions, including suspensions and expulsions.

The School administration likewise will answer questions regarding major disciplinary action posed by another high school to which a student may be applying for admission.

5. Athletics

Our Upper School athletes compete in 14 sports throughout the year. Our no-cut policy ensures that any student who wants to commit to a team will have an opportunity to join one.

Seven Hills Upper School athletics stands on a foundation of skill, strength, heart, and sportsmanship. Our student athletes hone their game and strive to take their hard work onto the courts, fields, tracks, and into the pool lanes. They aim high and welcome the challenges to push themselves forward, find their strides, and hit their marks in a competitive, all-participation environment. And they come together to fight for every second of the game, no matter the score. They are willing to put their teammates before themselves, and they serve as stellar representatives of their team, their class, and their school as they exhibit excellent sportsmanship, ethical behavior, and integrity. Seven Hills athletes maintain positivity. They thrive in an atmosphere of competition, and they show and gain respect for their opponents. At Seven Hills, our hard-working Stinger athletes possess the will to win, they play with purpose, and they earn their mettle every step of the way.

6. Clubs and Activities

As our Upper School students express their individuality and focus on their passions, they can participate in a wide variety of clubs and activities that not only keep them involved and immersed in what they love, but build in them a great sense of community and greater experiences as leaders. Because many of our clubs are born out of students' own interests, organized by their efforts, and fueled by their enthusiasm, there's always something new and exciting to discover at Seven Hills.

Seven Hills has many clubs and activities, many of which meet at lunch in a schedule organized by the Student Senate. Lunch meetings of clubs and activities must follow rules for food in the building (see Food Services); club members must make sure they leave the spaces they use tidy and clean. Clubs that show films as part of their activities must show only those which are rated G, PG, or PG-13. The Head of Upper School or the Dean of Students must approve any other films. Faculty advisors must be present at club meetings. Failure to abide by any of these rules may result in the disbanding of the club. The clearinghouse for the approval of clubs is the Student Senate; however, the Head of Upper School needs to review and approve the formation of any new or existing club to ensure it is consistent with our mission.

7. Upper School Student Government

The Student Government is a twelve-student body that meets weekly throughout the school year. It is composed of two senators from each class and a four-member executive cabinet, comprised of a president, vice president, treasurer, and secretary. It is advised by at least one faculty member. The Student Senate is responsible for many aspects of student life, including developing and running initiatives to foster community, overseeing clubs and events, and generally representing the entire student body. The executive cabinet is elected for the upcoming school year by all non-graduating students in May, and senators are elected by their own classes in September. Students run individually for no more than one position at a time, and must earn a majority of votes to win election.

8. Exchange Programs

Students are encouraged to apply to participate in exchange programs which allow them to study abroad. The School's World Language Department sponsors exchange trips to Spain and France, as well as educational trips to China, Rome, and Greece.

9. Experiential Learning

The Seven Hills Experiential Learning program grew out of the desire to provide an education that nurtures individual strengths and interests, and the recognition that a student's educational experience should extend beyond our campus. In addition, we wanted to create pathways within a coherent structure that would allow students to pursue an area of interest to a deep and meaningful level.

The program is best summarized by the Mission Statement:

By the time every student leaves Seven Hills, we will help him/her to develop self-awareness of where his/her interests lie, facilitate exploration of those interests, and provide him/her with pertinent real world experiences, so that he/she has the confidence to explore and embrace life beyond high school.

This program will help students to better understand who they really are, what they are good at, what comes most naturally to them, and what motivates them intrinsically. With this knowledge, they will be equipped to pursue genuine interests. When students discover something that has real meaning to them, they will want to explore it in various ways. The Experiential Learning program will then help them pursue their interest within the traditional school setting and in the real world.

Components of the Experiential Learning Program

Introspection - In ninth grade, students complete inventories on their personal strengths, learning styles, multiple intelligences, and interest areas. The data from these inventories is readily available to students, parents, advisors, and counselors. This information may be helpful as students make decisions about course selections, extracurricular and community service activities, their personal challenge project, and even college options.

Throughout their Upper School experience, students are exposed to a variety of guest speakers through assemblies. These events may include political debates, speakers focused on a particular career or professional area, alumni sharing their past and recent experiences, or current students sharing personal challenge projects, as well as community service activities, summer programs, or internship experiences.

At the end of twelfth grade, students participate in a culminating experience that allows them to reflect on their high school years and to plan for the next stage of life.

Exploration - As students move through the experiential learning program, they are encouraged to pursue their interests when they choose community service activities, their personal challenge project, and summer programs. In addition, opportunities are provided for job shadowing experiences and internships. Students also have the opportunity to explore areas of interest through elective courses, flex credits, and our travel and exchange programs.

Concentration - For students who wish to pursue an area of interest in greater depth, there is the option of graduating with a concentration. Possible concentrations are listed below. Students may also request a concentration in a different area.

- Community Engagement
- Engineering and Design
- Environmental Stewardship
- Global Citizenship
- Political Engagement
- Technology and Innovation
- The Arts
- Wellness
- Written Expression and Communication

Concentrations may be earned in other areas approved by the Director of Experiential Education. To earn a Concentration, students must fulfill requirements such as:

- Take certain core courses
- Take specific electives

- Complete a Personal Challenge project that connects to the concentration area
- Attend and write a review for at least two off campus lectures that pertain to the concentration area
- Interview someone who works in a related profession
- Job shadow at a related company/organization

Students should see the Director of Experiential Learning for the specific requirements for each concentration. Details may be found on the Experiential Learning webpage of the School's website.

10. Community Service

When students encounter a range of perspectives, their understanding of the world becomes richer. Starting as early as kindergarten, we integrate community service into a Seven Hills education. We want to instill in students the value of empathy and their ability and responsibility to help others.

Service opportunities vary as much as our students — they volunteer at local hospitals, participate in micro lending programs that benefit people around the world, raise funds to benefit the Cooperative for Education, and work to clean up the community. Each individual student is required to complete a minimum of thirty hours of volunteer service to a community outside of Seven Hills. Fifteen hours must be completed before the start of sophomore year. The remainder should be completed by the end of junior year.

The goal of this project is to assist, express care for, or in some way enhance the quality of life for people and/or living creatures in need without expectation of reward. The project requires that students spend the majority of the thirty hours in direct contact with, for example, people who are physically handicapped, mentally disabled, or physically or financially in need. Students may also volunteer to care for animals housed in shelters.

The Upper School Community Service Program clearly supports our mission and values statements. It emphasizes the importance of recognizing that service to members of our broader community, outside of Seven Hills, is essential for the development of the intellectual, moral, and social qualities our students need to become participating citizens and responsible leaders.

Note: Organizations like Habitat for Humanity, The Freestore Foodbank, Matthew 25 Ministries, and most summer camp programs are NOT typically approved for the Seven Hills community service requirement. While these are great organizations, Seven Hills requires more direct contact with the disadvantaged than these organizations can typically offer.

Timetable:

- Completion of the community service requirement includes: finishing the 30 hours, obtaining a signed hours verification sheet, sharing with the advisor, writing the reflection essay, and submitting all documents to the Director of Experiential Education.
- Fifteen hours must be completed by the start of the tenth grade. The remainder must be completed by the end of the eleventh grade.

If students do not meet this timetable, they lose all free bells and (if applicable) senior privileges.

11. Personal Challenge Project

The Personal Challenge is a project that each student designs and completes during the first three years of Upper School. Intended to foster creative thinking and decision making, the Personal Challenge is a unique opportunity to pursue something that is of interest to the student. Students typically conceptualize their projects during sophomore year, and must complete them by the end of junior year. Each student shares his or her completed project with the Seven Hills community during one of the four sharing days held during the school year. The project is completed outside of school hours. This is a graduation requirement and requires a minimum of 30 hours.

There are no limits to what students explore. They may master a recipe or compose an original piece of music. Some students combine their myriad talents into one project including one Upper Schooler who illustrated and wrote a children's book completely in French. Another student built a mechanical spider powered by steam. Personal Challenge projects sometimes leave a mark on the community. One student designed and drew a mural for a local restaurant.

During Personal Challenge sharing, the halls of the Upper School are lined with projects and students explaining why and how they explored their subject. The excitement is palpable, as students marvel at the work of their peers and react with awe as presenters explain the process of discovery.

Personal Challenge embodies the spirit of Seven Hills and its dedication to experiential learning. Students move outside their comfort zones to reach new achievements, discover the thrill of mastery, and satisfy their natural curiosities.

12. May Terms and Civic Engagement Seminars

May Terms

May Terms was established in 2018 to provide students with an opportunity to explore in depth an area of interest. After spring exams, all regular classes are finished and students in grades 9, 10, and 11 attend only their May Term elective. These intensive courses run for five days during regular school hours. Students can expect to be involved in a hands-on learning experience that includes field trips and/or guest instructors.

Examples of May Term courses include:

- Furniture design and construction
- Futures in Medicine
- Lifehacking!
- Treasures of Cincinnati
- Guilty until Proven Innocent
- FC Cincinnati: The Business of Sports
- Reality and Ray Guns: Science Fiction and Reality

Successful completion (earning a PASS) of three May Term courses is a graduation requirement.

Students sign up for May Term classes at the start of second semester and are informed of their placement shortly thereafter.

Civic Engagement Seminars

Three or four days a year, the Upper School holds a Civic Engagement Seminar, an all-day, school-wide study of an important topic related to civics or current events. Topics have included Diversity and Inclusion, Voting and Elections, the Environment, Public Health, and Global Issues. Guest speakers and a full schedule of programming and discussions help students to better understand the issues their generation will be called on to help solve.

13. Freshman Retreat and Senior Retreat

Upper Schoolers begin the ninth grade by attending an overnight retreat at a local camp. They close out their Upper School experience by participating in a two-day senior retreat on our campus. This retreat provides seniors with an opportunity to reflect on their years of schooling and to look ahead to the next stage of life. This event takes place over multiple days at the very end of the school year when seniors have finished their regular academic classes. All seniors are required to attend. The experience will include various activities, presentations, and speakers. Students can expect to do a service activity, write letters of thanks to those who have helped them, offer advice for rising freshmen, interact with recent alumni, and write notes to their classmates.