

## **Mission**

*Hebron Academy inspires and guides students to reach their highest potential in mind, body and spirit.*

## **Core Values**

- Hebron Academy is a community of trust where an individual's word is his or her bond.
- At Hebron we work at instilling intellectual and moral discipline through structure and accountability to high standards.
- At Hebron we honor and promote a unique awareness of tradition, place, and environment.
- Hebron teachers model a passion and dedication to teaching and learning.

In the fall of 2002, Hebron Academy's Board of Trustees, faculty, and administrative leaders undertook a review and strategic planning process to confirm the vision and direction of the Academy as it approached the 200th anniversary of its founding in 1804. The present Mission Statement and accompanying Core Values were created at that time.

Hebron's mission and its core values have been consistent with the charge contained in the original Academy charter in 1804, that our students be taught liberal arts and sciences and educated to revere life and to respect and honor individuality. We emphasize Hebron's role as inspiration and catalyst for each student to achieve and be his or her individual best.

The Hebron school community welcomes and supports individuality, respect for difference, and the value of each person's contribution. Integrity and honesty are expected virtues, and the school fosters a climate that encourages self-worth and self-confidence with support when a student makes a mistake. Young people know it's safe to take a chance-to risk a wrong answer, to ask a question or ask for help, to seek out a leadership role, to speak one's mind, to try a new thing. Knowing that we set limits provides security to even the most independent child. Knowing that we will respond to wrong answers and choices consistently and with an expectation of growth and development is empowering to a young person trying to figure out who he or she is and wants to be. Standards of academic excellence and effort define a context for improvement. Hebron celebrates its Maine location, its rural village environment, its history, and the outdoors as important components of education. The dedication and commitment of Hebron's teachers to their disciplines, to young people and to the spirit of community are keys to Hebron's success.

## **Educational Philosophy**

The purpose of Hebron Academy is the development of academic excellence and intellectual maturity in an environment which fosters ethical, psychological, aesthetic and physical growth. The school strives for rigorous college preparation, but also seeks to provide experiences through which students may gain a sense of values, enabling them to live satisfying and productive lives.

In pursuing these ideals, Hebron offers small classes, a carefully planned, frequently reviewed curriculum, professional excellence in its faculty, and an advisory program. The school emphasizes effective basic skills while striving to broaden and deepen experience, perspective and confidence.

It is through association with a competent, approachable and concerned faculty and administration that students are helped to realize their importance as total human beings. High standards for student behavior contribute to the development of individual self-esteem and community responsibility.

Hebron Academy seeks students who demonstrate ability and interest in a broad and stimulating educational program. The school community is enriched by young people who have high ideals, intellectual curiosity, academic ability, and the potential for growth. Because Hebron exists as a small community, it is able to recognize and emphasize the importance of diversity among its members. Therefore, the school welcomes students of various talents, ambitions and backgrounds.

Small classes, access to science and computer labs and the Fine Arts Center all contribute to the unique educational opportunities available to our Middle School students. Individual attention from teachers gives students the chance to ask questions or to probe more deeply into a certain problem. In each of their classes students will be encouraged to practice both verbal and written communication skills through discussion, presentation and in-class writing.

The Middle School faculty will be working together to provide all students with a well-rounded learning experience through traditional academic courses along with a broader experience in athletics, outdoor skills and the fine arts.

We expect that Hebron Academy Middle School students will be strong, self-confident, sensitive individuals who will continue their education in challenging high schools and colleges and who will contribute significantly to the world in which they live.

# Daily Life

## Attendance

Middle School students are expected to attend and to be on time to all classes and school meetings. It is important and very helpful for parents to call the school switchboard by 9:00 a.m. to notify us of any absence.

Please note: Students will not be allowed to leave campus at any time during the day without prior written permission or a phone call from a parent. When it is necessary for a student to miss school for any reason other than illness (s)he should arrange in advance to get assignments from the appropriate teachers. The Middle School Director should also be notified of the impending absence.

## Breaks and Free Periods

With rare exceptions, there is a 30-minute break every morning for middle school students. During this time, students are free to go to the Student Union, the library, or the computer lab. Some students use that time to catch up on homework or “hang out” in the locker room or on the third floor. During the school day, Middle School students are restricted to only healthy snacks and beverages from the Union.

Eighth grade students have a free period built into their schedule for a portion of the year, while sixth and seventh graders occasionally have free periods on special schedule days. Trips to the Union seem to be the norm during free periods, though students often play outdoors or do homework in an available classroom.

## Cell Phones and Phone Messages

Middle School students are permitted to have cell phones on campus for use before and after school when access to school phones is limited. They may not make or receive telephone calls in or around any academic buildings or during any school event. We ask that during the school day, the phones be in the off position.

There are times when a message from home must be delivered to a student during the course of the school day. To have a message delivered, please call the Middle School Office no later than 1:30 p.m. After that time, it may be difficult to guarantee its delivery. In the case of an emergency, please speak with the school receptionist at any time.

## The Dining Room

The dining room provides well-balanced meals served cafeteria-style in a neat and attractive setting.

Students are expected to contribute to the neatness of the dining room by clearing their places when finished and by conducting themselves in an appropriate manner.

No food, silverware, plates or glasses may be removed from the dining room. Please note that the basic tuition charge includes lunch during regular school hours.

Dinner in the dining hall is provided for participants in the Upper School boarding program. Middle School students and parents are occasionally invited to have dinner in the dining hall, specifically when we are hosting an evening event for Middle School families. Plans can be made for middle schoolers to eat dinner in the dining hall on other evenings with an appropriate charge. Please contact the Middle School Director to make arrangements.

### **Discipline System**

The Middle School discipline system is based on the assumption that students will be honest in all matters and that they will respect the rights and property of others. We hope that students will follow the general rules of good and fair conduct that are essential to the harmony of any group.

Students are expected to conduct themselves in an appropriate manner, both in and out of class. Disruptive behavior such as fighting, harassment, excessive rough-housing and rudeness are not acceptable.

These guidelines pertain to all students while on campus, on school-sponsored trips or while travelling on school-authorized transportation. Faculty members shall assume primary responsibility for creating and maintaining a positive learning environment.

Detention, or a loss of free time and privileges, may be an intervention utilized for repeated behaviors that are disruptive to the Hebron community. Respect for self, respect for others and responsibility for all actions are emphasized in the Middle School.

Serious discipline problems will be referred to the Middle School Director; the Assistant Head of School and/or Head of School will become involved when necessary.

### **Lockers**

Each middle school student will be issued a locker at the beginning of the year. Lockers are located in the basement of the School Building and are of adequate size to store textbooks, gym clothes, and other personal effects. We recommend that students bring and use combination locks, which offer fewer opportunities than other types of locks for lost, misplaced, or "left at home" keys.

Backpacks and other larger items (for example, large musical instruments and athletic bags) should also be kept in the locker area in a neat and orderly manner.

### **Lost and Found**

Mark personal items. While every effort will be made to return any article left "lying around, forgotten, misplaced or abandoned" to its rightful owner, it is not always possible. The school will hold all lost items for two weeks after the close of school. Any articles not claimed will be donated to a local charity.

## Dress Code

The dress code at Hebron is somewhat relaxed, but should project an image of neatness, modesty and good taste. Occasional dress-up events occur, such as Vespers, Cum Laude, Baccalaureate and other “formal” occasions. At these times the following dress code must be observed: boys-dress slacks or bermuda-length shorts, button-down dress shirt, sport jacket and tie, dress shoes or loafers; girls-dress, skirt, dress slacks or bermuda-length shorts, blouse, sweater, dress shoes or loafers. Backless or strapless dresses, halter-tops, bare midriffs, micro miniskirts and dresses are not permitted. Athletic shoes and jeans are not appropriate for dress-up days.

At any time, any faculty member may judge a student’s attire as inappropriate, and may require that student to return to his/her locker, or home, to change. The student will be responsible for the consequences of missing any commitments while changing attire.

### General Information

- Hooded sweatshirts and hats may be worn as outerwear, however they must be removed upon entering a classroom or the dining room.
- No sweatpants or athletic wear (warm-ups, athletic shorts, etc.)
- No t-shirts or sleeveless t-shirts.
- No pajamas.
- Exceptions to the dress code may be made for special events.

### Class Day and Meals

**Shirts:** golf/polo shirts, button-down shirts/blouses, sweaters, turtlenecks. Button-down shirts and blouses must be buttoned (shirts with tails must be tucked in). All shirts must fit appropriately (not too tight or low cut) and must be long enough to meet the waistband of pants, skirt or shorts with no midriff visible.

**Pants:** slacks, corduroys, khakis, chinos, capris, dress jeans (not ripped, torn or frayed; cuffs at bottom of leg included), dress shorts (beyond fingertip length)

**Skirts and Dresses:** must be beyond fingertip length. Dresses with narrow/spaghetti straps must be worn with a blouse or sweater.

**Shoes:** dress shoes, casual shoes, boots, sneakers and sandals.

### For Physical Education classes

Each child should have:

- Pair of sports shorts or sweatpants (not cargos, chinos, dress pants or jeans)
- T-shirt (short or long-sleeved-not a school shirt)
- Pair of indoor sneakers (not the shoes worn to school) and socks

### For winter Outdoor Skills and winter Physical Education classes

Each child should have:

- Heavy sweater or fleece-not a cotton sweatshirt
- Winter coat-preferably with a shell
- Warm hat and warm mittens or gloves
- Pair of boots for Outdoor Skills
- Pair of skates for Physical Education

*Lockers are available in the athletic center if your child would like to leave gym clothes at school. A lock is suggested.*

## **School and Community Property**

Hebron fosters a spirit of communal living and helps to instill an awareness of our setting. Whether it takes the form of making sure that a dining table is properly cleared after lunch, picking up litter off the path between classes, or straightening up a classroom before heading to the next class, each individual assumes a personal responsibility for the appearance and order of our shared spaces. Accidental damage should be reported as soon as possible to the Middle School Director; repair and replacement charges may apply.

## **Academics**

### **Advisor System**

Middle school advisors offer a warm welcome, a reassuring nod, and a willing ear. Each student has an advisor who can help with academic and personal matters. The primary purpose of our advisory program is to guide and support our students. Advisors and advisees meet weekly in an informal group setting, as well as individually whenever warranted. Spending time with advisees enables the advisor to better understand the needs of each student.

### **Daily Schedule**

Middle school students meet each morning at 7:45 a.m. in the Reading Room, located on the first floor of Sturtevant Hall. Attendance is taken, announcements are made, and students then disperse to various classes.

At the end of each day, students return to the Reading Room for a study hall period-which is preempted on some days for musicians participating in the band, chorus, string ensemble, or individual lessons.

With some modifications on special activity days, the daily schedule is as follows:

7:45-8:00	Morning Meeting
8:00-8:45	1st Period
8:45-9:30	2nd Period
9:30-10:00	Break
10:00-10:45	3rd Period
10:45-11:30	4th Period
11:30-12:00	Lunch
12:00-12:45	5th Period
12:45-1:30	6th Period
1:30-2:15	7th Period
2:15-3:00	Study Hall

### **Grades and Reporting Periods**

Hebron's academic year is divided into fall, winter, and spring trimesters. Grade reports are available on the Academic Community section of our web site (or by mail if arranged) six times per year as follows:

**October** Marking period grades; abbreviated comments

**December** Trimester grades; lengthy comments and descriptions

**February** Marking period grades; abbreviated comments

**March** Trimester grades; lengthy comments and descriptions

**May** Marking period grades; abbreviated comments

**June** Trimester grades; lengthy comments and descriptions

Hebron uses the traditional letter grades of A, B, C, D, E and F. An A denotes outstanding work; a B, honors level work; a C, satisfactory work; a D, passing work; an E, measurable effort and the possibility of success; and an F, work which is unacceptable.

An Honor Roll will be published at the end of each trimester. Students who maintain a consistently strong A- average will be placed on the Highest Honor Roll. Those with a B+ average will receive High Honors; those with a B average are designated Honors students.

For the computation of grade-point averages and honor rolls, the grades of A, B, C and D are converted to a 4-point scale where A = 4.0. Pluses and minuses are recorded as +.3 or -.3. Thus, the grade of C+ is 2.3; B- is 2.7.

## **Homework**

As a general rule, homework is designed to be completed in a timely fashion by the student independently. Homework is not given in every subject every night; some courses have more homework than others. It is impossible to predict the exact time requirements for homework, but in principle and practice, sixth graders have the least homework and eighth graders have the most. If your child regularly spends more than two hours at home doing homework, please notify the Middle School Director.

There will be variations in the type of assignments in all three grades, the complexity of which will change from night to night and from student to student. Assignments of multiple days duration allow students to develop individual organization skills. Most students will have some study time during the school day, and those who budget their time effectively and make use of study hall opportunities may be able to complete one or two assignments at school. A seventh or eighth grade student who routinely claims to have no homework may be giving assignments only cursory attention. This student may not be spending the time on it that his/her teachers expect or may be neglecting long-range assignments.

When additional homework help is needed, we encourage students to speak directly with the teachers involved. This helps the students learn to express their needs and allows teachers to assess the students' understanding on an individual basis. Advisors can also play an important role in helping devise strategies for more effective studying. The middle school years offer the opportunity for students to become more self-sufficient and self-motivated.

# Middle School

Rich and varied by design, the Middle School curriculum embraces traditional subject areas but seeks to make connections among disciplines. It is as much concerned with the skills of learning as with the content of subjects. Goals of the Middle School program are to: instill in students a love of learning; help students become independent and resourceful

	English	Mathematics	History
<b>Sixth Grade</b>	Students read diverse genres; begin to analyze literature; explore elements of fiction. Students do creative and expository writing exercises as well as grammar and vocabulary using <i>Wordly Wise</i> .	Students review and develop basic math skills: whole numbers and place value; rounding and estimating; fractions, decimals and percents; ratios, proportions, metric measurement; positive and negative numbers; simple geometry and algebra.	Students focus on geography, early civilizations, and current events. Students learn five themes of geography, map the natural and political features of the seven continents. Students are introduced to text-book reading skills as well as study strategies. Students discuss current events.
<b>Seventh Grade</b>	Students read and respond to many types of literature and compose a variety of written pieces with an emphasis on the process of writing and grammar. Vocabulary is increased using <i>Wordly Wise</i> .	Students are prepared for the study of Algebra I: review four basic operations; evaluate different types of mathematical expressions; fractions, decimals, and percents; exponents, scientific notation and geometry; use variables to solve equations; problem-solving skills and strategies.	Students study Ancient Rome, the Middle Ages, and the Renaissance until the Age of Exploration. Text-book reading skills and note-taking, test-taking, and research strategies are emphasized. Students discuss current events.
<b>Eighth Grade</b>	Students explore themes of injustice, prejudice, and courage. Students delve into themes and literary devices to analyze and interpret literature and compose a variety of pieces including descriptions, narratives, short stories, expository essays, reading responses, persuasive essays, and poetry. Students increase vocabulary with <i>Wordly Wise</i> .	<b>Pre-algebra:</b> Students reinforce basic operations of mathematics; fractions, decimals and percents; provide foundation for Algebra and Geometry. <b>OR Algebra:</b> Students review and learn signed numbers, variables, graphs and formulas; simplify multi-variable expressions; solve linear and quadratic equations and inequalities; function notation, polynomials, exponents and roots; solve systems of equations.	Students study U.S. history from the Colonial Period to the Civil Rights Movement. Students study major events that led to political change in our nation's history, specifically the Civil War, Women's Suffrage, and the Civil Rights Movement as the unfinished business of the Constitution. Students continue to work on research, study, and test-taking strategies and skills. Students discuss current events.

# Curriculum Guide

learners; reinforce and develop effective habits of study; and encourage students to become increasingly self-reliant. With the help of their teachers, Middle School students will acquire the tools to draw meaning from their experiences, to make connections between learning and the world, and to seek relevance with their own lives.

Science	Languages	The Arts	Outdoor Skills/ Physical Education
<p>Students are stimulated to develop a life-long interest in and appreciation of the world around us and an understanding of the importance of the interdependence of the organisms in an ecosystem.</p>	<p>Students are exposed to the wonders of foreign language through Foreign Language Exploratory (FLEX), an introductory language program, including French, Spanish, Latin and others.</p>	<p><b>Visual Art:</b> Students express, create and develop skills using a variety of painting, drawing and sculptural media; explore theory perspective, techniques of application and design; art history. <b>Music:</b> Students study music history and theory; writing and listening skills; music from different cultures; instruments of the orchestra.</p>	<p><b>Outdoor Skills:</b> Students learn nature observation skills; basic skills for outdoor travel; tree identification, bird watching and feeding; Maine flora and fauna; animal tracking; the art of staying found; map and compass skills; hiking and snowshoeing. <b>Physical Education:</b> Students learn team sports and other activities to promote an active and healthy lifestyle.</p>
<p>Students study earth sciences such as atmosphere, food web, what the interior of the Earth looks like its effect on the exterior; the human body and its components and functions of many body systems; and local environmental issues, focusing on critical thinking and application.</p>	<p>Students study Latin and are introduced to Latin alphabet, pronunciation, accentuation and historical development; review different parts of speech ; study aspects of Roman culture such as mythology, the founding of Rome, the monarchy and the empire.</p>	<p><b>Visual Art:</b> Students study art techniques and skills with various materials and media; practical experiences in drawing, painting, sculpting, printmaking and 2-D and 3-D design; art history and appreciation. <b>Music:</b> Students study music history and theory; writing and listening skills; music from different cultures; instruments of the orchestra.</p>	<p><b>Outdoor Skills:</b> Students study the Maine Woodsman/Junior Maine Guide curriculum such as map and compass use, ax and knife safety, wet-day fires, first aid, outdoor safety, knots, shelters, and hiking and snowshoeing. <b>Physical Education:</b> Students learn team sports and other activities to promote an active and healthy lifestyle.</p>
<p>Students study the Introductory Physical Science (IPS) curriculum: basic scientific research; physical and chemical separation techniques, chemical reactivity and electricity; focus on data interpretation, graphing and scientific writing skills.</p>	<p>Students have a choice of Spanish I or French I and study vocabulary acquisition; regular verbs in simple sentence structures; parts of speech; recognize the similarities and differences between their mother tongue and other languages.</p>	<p><b>Visual Art:</b> Students study art techniques and skills with various materials and media; practical experiences in drawing, painting, sculpting, printmaking and 2-D and 3-D design; art history and appreciation. <b>Music:</b> Students study music history and theory; writing and listening skills; music from different cultures; instruments of the orchestra.</p>	<p><b>Outdoor Skills Leadership:</b> continue OS: Students study the Junior Maine Guide curriculum adding canoeing, trust-building exercises, and leadership skills. Successful students receive the Maine Woodsman certification and may pursue JMG certification. <b>Physical Education:</b> Students learn sports and other activities to promote an active and healthy lifestyle.</p>

## **Absentee Homework**

We will try to assist with collecting assignments for students who are absent but experience shows that the most effective system is to have the student contact a classmate to get missing assignments.

## **Honesty and Integrity**

Complete integrity in all matters of school life is expected of all members of the Hebron community. Truthfulness, even in the face of social pressure, is a value that the school is determined to maintain.

The Middle School faculty holds academic honesty in the highest regard. We hope that Middle School students will realize the ethical and moral importance of academic integrity and in this spirit will refrain from submitting the statements, ideas or work of others as their own. Plagiarism and cheating are contrary to the moral and intellectual character of our Middle School; dishonesty will be considered a major offense and disciplinary action will be taken.

## **Internet Use**

Hebron Academy expects individuals in its community to be responsible users of the Internet connections available on campus. Some of the material on the Internet may be inaccurate, objectionable, sexually explicit, criminal and unethical. Users of the Internet must be vigilant in their choice of sites to consider opening, and efficient in their exit of inappropriate sites. Students shall not access material that is profane or obscene (pornography), that advocates or condones the commissions of unlawful acts (illegal) or that advocates or condones violence or discrimination towards other people (hate literature). Printing, downloading or sending objectionable material will result in the revocation of the privilege to use the school's access. Unethical or illegal behavior will be cause for disciplinary action.

Careful consideration should be made of the author's authority on subjects being researched. It is important to be aware of copyrights and avoid plagiarism. There is a specific format for putting electronic resource materials in a bibliography or footnote. Remember, downloading computer software, music, movies or any other copyrighted material (piracy) is illegal. It is your responsibility to determine if material is copyrighted. The fact that it is available for download does not make it legal to do so.

Communication on the Internet through the Hebron connection reflects on the Academy. Use speech that is appropriate in an educational setting. Do not use obscene, profane, lewd, vulgar, rude, threatening or inflammatory language. Do not make personal attacks or discriminatory statements or defame a person or organization. Privacy on the Internet is unreliable. The path you take on the Internet can be followed by system administration of the school network.

Your personal safety and that of others are matters of concern. There are organizations and individuals on the Internet who might take advantage of you personally or financially. Do not reveal personal information about yourself or others.

School computers are essentially a resource tool. Persons seeking information for school projects have precedence over those searching for personal interest.

## Books and Supplies

Textbooks are distributed in each class during the opening weeks of school. A textbook rental fee is charged to each student's account in the fall for annual use. Students are expected to return all schoolbooks, except workbooks, at the completion of the year in good condition.

Hebron will provide an assignment book for each student, as well as composition notebooks for English and eighth grade science labs. The following is a list of suggested school supplies:

- **3-ring binder** either 2-inch or 3-inch size—a must for 8th grade Algebra students; 6th and 7th graders should have a separate 1" 3-ring binder dedicated to Science class
- **pocket-dividers or 3-hole dividers** the sturdier the construction the better. Dividers should fit in the binder. Algebra students need 3 dividers dedicated to Algebra; if 6th and 7th graders cannot have the separate binder listed above, they will need a set of dividers dedicated to Science
- **lined paper** either college- or wide-ruled
- **pens** black and blue inks are appropriate for most assignments
- **pencils** #2 pencils are preferable
- **eraser** either a block eraser or those that fit on pencils
- **ruler** with both metric and customary measures
- **several 3-subject spiral notebooks** with perforated sheets for easy tear-out
- **highlighter** any color
- **Spanish dictionary** for 7th and 8th grade Spanish students
- **graph paper** optional; Algebra I students will need this later in the year
- **small, inexpensive pair of scissors** optional
- **markers or colored pencils** optional
- **scientific calculator** one with function keys: exponents, square roots, etc.; beneficial for 6th grade students, required for all 7th and 8th grade students. Relatively inexpensive models are widely available.
- **graphing calculator (specifically the TI-83 or TI-83 Plus)** required for 8th grade Algebra I students only. We will keep the graphing calculators in the classroom for instructional use; they will be returned to your child at the completion of the course. Please be sure your child has a scientific calculator at home for homework use.
- **combination locks** each middle school student will be issued a locker at the beginning of the year. A combination lock is the best choice (and MasterLock seems to be excellent) and is better than a key lock (too much opportunity for a lost, misplaced, or "left at home" key). Lockers are also available in the gymnasium for P.E. items. A combination lock is suggested there as well.

Supervising faculty may set time limits on computer use if there are people waiting for a turn. Participating in online games is not allowed.

## Technology

At registration all new students will receive a Hebron Academy network username and password. This password will provide them access to our network, the internet, email, and the Academic Community. The Technology Department will begin to connect student computers to our wireless network during the first few weeks of school. This can be a lengthy process and everyone's patience will be greatly appreciated. We need to ensure the safety of our network by scanning all student computers for viruses as well as installing a network-managed version of Symantec Antivirus. The Technology Department will assist in setting up and maintaining a network connection on a student computer but it is not responsible for maintenance, software, or hardware problems. We will gladly assist the student with deciding appropriate action on any computer-related issue.

The computer network at Hebron Academy is shared by students, faculty, staff and administration. It is important that all members of our community use our network and resources ethically and responsibly. Please carefully read and sign our acceptable use policy enclosed in this mailing. If you have any questions or concerns about this information, please feel free to contact Alex Godomsky, Director of Information Technology, at your convenience. You can reach Mr. Godomsky at [agodomsky@hebronacademy.org](mailto:agodomsky@hebronacademy.org).

## Health and Safety

### Fire Drills

Fire drills are important and necessary. All students and faculty are expected to treat them with the utmost seriousness. Fire drills are held periodically throughout the year. Tampering with fire extinguishers, sprinklers, heat sensors, smoke detectors or any fire preventive equipment is a serious offense and disciplinary action will be taken.

### General Safety Concerns

In the interests of safety and maintenance of Academy facilities, no skateboarding, rollerskating or rollerblading is permitted on State roads, the tennis courts or in any of the Academy buildings.

- Students are not permitted on any of the Academy building roofs or fire escapes.
- No objects are to be thrown or dropped out of windows or down stairwells.
- The possession of knives, firecrackers, laser pointers and other dangerous articles is strictly forbidden.

## **Harassment Policy**

Hebron Academy is enriched by the diversity of its members. The School recognizes and respects individual differences in background which include but are not limited to culture, race, ethnic origin, religion, sexual orientation and gender. In order to provide an environment of mutual respect, tolerance and sensitivity, it is important that every member of the community recognize certain guidelines for appropriate behavior.

Inappropriate behavior, either verbal or physical, that disregards the self esteem of others is unacceptable. Such behavior includes unwarranted verbal remarks, derogatory statements or discriminatory comments and can occur between any two individuals or groups of individuals. Hazing, threats, demeaning racial, religious or ethnic comments, obscene remarks or jokes, and insults and verbal abuse are some examples of inappropriate behavior.

If a student feels that (s)he has been harassed, (s)he should immediately contact someone here at school about the situation: advisor, faculty member or administrator. A response from the school to the situation may be made in consultation with the person making the complaint. Each person at Hebron Academy has the right to participate fully in the life of the school without harassment.

## **Student Health Center**

The philosophy of the Health Center is based on the fact that children and adolescents in any society are among the healthiest. Kindness, courtesy and humane discipline form the basis from which we attempt to provide nurturing care and, at the same time, help students meet academic responsibilities.

The Health Center is located on the first floor of Sturtevant Dormitory. The medical staff is available daily to care for the needs of the students.

Parents will be contacted if a middle school student is unable to attend classes due to illness or injury. Should you have any questions regarding Student Health Services, required immunizations or the schedule of the physician, please contact Cheryl Tardif, R.N., Director.

## **Co-Curricular Activities**

### **Athletics**

The Middle School currently offers the following athletic opportunities to its students: soccer in the fall; alpine skiing in the winter; and baseball and softball in the spring. For soccer, baseball, and softball, the Middle School competes as a member of the Pine Tree League, a league composed of public, private, and parochial schools within an hour's drive of Hebron.

Participation and team-building are important components of the Middle School athletic program. Previous experience is unnecessary.

### **Drama**

Drama is offered for Middle School students as an extra-curricular activity, and there will be one production during the year. Rehearsals take place after school, during study hall periods, or during the morning break. The schedule is set by the director from week to week. Students perform, make sets, and organize costumes. Performances are generally scheduled at the end of the trimester on a Friday and Saturday evening.

### **Band and Chorus**

The Middle School Band and Chorus meet weekly during an afternoon study hall. They perform in November at Parent Conferences and again in the spring. Additional performance opportunities may also arise during the year.

## **Parent Information**

### **Back-to-School Night**

In September, the Middle School hosts an evening of mini-classes for parents. This occasion allows parents to see the teachers in the classroom setting and gives teachers an opportunity to inform parents about what goes on in the classroom on a typical day. Please note that this is not a time for individual parent conferences.

### **Parent-Teacher Conferences**

Middle School parent-teacher conferences are held before our Thanksgiving break and again in the winter. Conferences are scheduled in ten-minute periods (per conference) and are intended to promote useful and informative discussion of the student's progress in as many courses as possible. Initial marking period reports, due out a few weeks prior to conferences, should provide a framework for these individual conferences.

### **Middle School Fundraising**

The Middle School sponsors three fundraising events during the year: a chrysanthemum sale in the early fall; a wreath sale in the late fall; and a flower and

seedling sale in the spring. The money we raise helps defray the costs of middle school activities, particularly field trips and speakers. We have begun to build up a balance in our fundraising account which benefits students in all three middle school grades.

Middle School students also solicit financial help from parents to help pay for the cost of our yearbook.

## **Publications**

During the course of the year, Hebron Academy publishes various items for the benefit and interest of the school community.

In the fall, we publish the Book of Faces, which contains each student's photograph, address, phone number and birthday, as well as faculty/ staff and Board of Trustees directories. The Book of Faces helps everyone on campus match faces to names.

All families receive the Semester, our alumni/ae magazine and our annual Report of Giving, which lists all gifts to Hebron Academy.

## **Publicity**

Press releases are sent to hometown and local newspapers throughout the year to cover school activities and to announce student and faculty accomplishments such as leadership elections, Honor Roll, Cum Laude induction, sports awards, volunteer and club membership, etc.

We ask each family to return the Publications Information Card to ensure that we are sending the releases to the newspaper(s) you prefer. If the card is not returned, we will select a newspaper which covers your hometown.

If parents or guardians do not wish their child to appear in school publications, press releases or advertising, they must notify the Head of School and the Publications Office, in writing, prior to school opening.

## **Saturday Classes**

All notices about Saturday classes pertain only to upper school students. Middle school students do not have Saturday classes.

## **Transportation**

Day student families are responsible for making their own arrangements for transportation to and from school on a daily basis. Every effort should be made to allow students to arrive on time for all scheduled classes, meetings and appointments. Both the Academy administration and the Hebron Academy Parents Association are resources for making connections for carpool arrangements among families whose students are traveling to school from nearby areas. A public bus service, Western Maine Transportation Services, has established bus routes and schedules to accommodate Hebron Academy students traveling to and from the Bethel, Gray-New Gloucester, and Lewiston-Auburn areas. Subscriptions are available for regular travel and for per-diem

rides. Interested families should contact Western Maine Transportation Services directly for information and costs (207-784-9335).

### **Inclement Weather**

While each student's parents will make their own decisions on the safety and prudence of travel to and from Hebron during times of inclement weather, Hebron Academy will, on occasion during times of weather emergency, make the decision to cancel classes, delay the start of the school day, or release students from classes and obligations early in the interest of providing for safer travel. The decision to cancel, delay, or release school early is made after consultation with the National Weather Service and various school district transportation directors and highway departments. When the decision is made, notice is posted on the school voice mail system accessed by calling 207-966-2100, extension 302; on the school web site [www.hebronacademy.org](http://www.hebronacademy.org); and on the Academic Community school network. The school will also notify these television and radio stations: WCSH (Channel 6), WMTW (Channel 8) and WGME (Channel 13); WLAM/Kiss 100FM, WGAN 560AM, WPOR FM, WMGX FM, WYNZ 100.9 FM, WZAN AM, WOYO 93 FM.

On the occasion of an early release, every effort will be made to notify parents, either by school personnel in the Middle School or by students calling their own parents. Please note: Any decision to cancel or delay classes at Hebron Academy will be made in the interest of the whole school and the day student population as a whole. Isolated or area conditions may make it appropriate for a student's parents to decide that a student miss school when classes are still being held. Those students should contact their teachers concerning work that is missed as soon as they return to school.