
Manlius Pebble Hill School

PARENT/STUDENT HANDBOOK

2022/2023

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General Information

DISCLAIMER

The MPH Parent/Student Handbook was prepared using the best and most current information available at publication time. The content herein is for the sole purpose of information and education. It is subject to change without notice. The Parent/Student Handbook is not a contract.

INTRODUCTION

A MESSAGE TO OUR STUDENTS

This handbook contains much of the information you will need to know about Manlius Pebble Hill (MPH) throughout the school year, and is a guide to the spirit of the School. Relationships — interactions that occur among your teachers, other students, your parents or guardians, and you — form the cornerstone of MPH.

Intellectual curiosity is the primary goal at MPH, and the primary focus of the School is academics. Classes are small and you will have the opportunity to participate fully (this means you should always be prepared for class). You will be introduced to numerous points of view in your classes, in school meetings and assemblies, even in the halls and on the athletic fields. An MPH student respects others' opinions and seeks opportunities to discuss ideas with others. Through these discussions, teachers and students develop close bonds at MPH.

Because the student body is small, you will find yourself called upon to share your talents with the School in many ways. You might join an interscholastic athletic team, or be asked to help in the dining hall. You may be asked to add your talents to a project in which you are not sure you are particularly interested. Please participate willingly! Students working together make the many activities that MPH offers successful.

You will find yourself being supported and encouraged; you will also be creatively challenged by teachers and advisors. Mostly, you will be helped to discover and realize your true potential, not only academically, but also on the athletic field, in art, music and drama, and in relationships with your peers and others.

SCHOOL HISTORY

Manlius Pebble Hill School's history dates back to the founding of The Manlius School in 1869 (originally named St. John's School). In 1970, The Manlius School merged with Pebble Hill School to form Manlius Pebble Hill School. Many of our continuing traditions, including Red & White Day and the opening day Handshake Ceremony, began at our predecessor schools. Perhaps the most important legacy of those schools is the commitment to academic excellence. While The Manlius School was recognized as one of the top military academies in the country, serving at one time as a feeder school for West Point, Pebble Hill graduates went on to attend some of the best colleges and universities in the country.

Today, with close to 5,000 alumni throughout the world, Manlius Pebble Hill's students have a strong sense of MPH history. Plaques dedicated to alumni who gave their lives in World War I and World War II personalize those significant events. Photographs of the undefeated football teams of The Manlius School encourage school pride in our athletic tradition. "Headboy" plaques lining the hallway of the McNeil Science Center and Pebble Hill award plaques in the dining hall inspire top students to work hard so their names, too, will be recorded in the history of the School.

In a culture increasingly obsessed with "today," Manlius Pebble Hill often looks to its past for guidance. With Central New York roots stretching back over 150 years, the School continues to provide an unparalleled education that prepares its students for the challenges of the future.

MISSION STATEMENT

OUR MISSION is to inspire our students to think critically, act responsibly, and discover a passion for lifelong learning.

Adopted June 2013

CORE VALUES

Manlius Pebble Hill School engenders a sense of belonging for all community members by honoring each individual. MPH supports the personal growth of every student and colleague, appreciating that each MPH member is freely bound in a social compact that ensures we are mindful of one another and that we act with our collective interest in mind. MPH has identified the following core values that shape and reinforce its positive culture and community:

AUTHENTICITY: Authenticity empowers people to be true to themselves at all times. MPH community members are sincere and honest with themselves, others, and the world. Each person's authenticity is a gift that enriches the life of the school.

RESPECT: Respect values oneself and others as equal members of the community. MPH community members treat themselves, as well as the wider community, with dignity and fairness.

CURIOSITY: Curiosity manifests the willing spirit of inquiry. MPH community members have a strong desire to cultivate knowledge and share their learning with others.

KINDNESS: Kindness is empathy in action. It extends our connections to one another and, in doing so, reproduces itself. Kindness fosters kindness. MPH community members treat themselves and others with compassion and a desire to help.

AGENCY: Agency demonstrates an individual's capacity to choose their own action or response to circumstances. MPH community members strive to exercise their agency with authenticity, respect, curiosity, and kindness.

SCHOOL DIVISIONS

There are three divisions in the School. Grades Pre-Kindergarten through grade five make up the Lower School, grades six through eight the Middle School, and grades nine through twelve the Upper School.

STATEMENT OF NONDISCRIMINATION

Manlius Pebble Hill is deeply committed to equal educational opportunity. MPH values diversity and believes that individual differences make for a stronger learning community. MPH and its programs are open to qualified students regardless of race, color, ethnicity, national origin, religion, gender, sexual orientation or disability. It is incumbent upon all members of the MPH community to treat each other with respect and tolerance and in a way that values each person as a unique individual. Actions by any member of the Manlius Pebble Hill community that violate this non-discrimination policy are unacceptable and will be referred to the Head of School for action as appropriate.

CHARACTER AND HONOR

MPH PARTNERSHIP AGREEMENT

MPH expects parents to work together with the School in the following:

- Supporting MPH's mission to be an inclusive, diverse community of learners and educators.
- Treating all members of the MPH community with respect and civility.
- Respecting the School's responsibility, as an educational institution, to do what is best for the entire school community.
- Communicating promptly and truthfully with each other about the child's experience; to address all concerns directly to the appropriate person(s).
- Resolving concerns and conflicts in the spirit of partnership and objectivity, recognizing that there are multiple perspectives in every problem.
- Upholding the confidentiality of all aspects of a student's experience at MPH, including grades and assessments.
- Supporting a home environment that assures monitored access to electronic media and that encourages the development of positive learning attitudes and habits, including consistent and punctual attendance at school.
- Maintaining a culture of high moral and academic expectations.
- Cultivating in children an evolving and developmentally appropriate independence.
- Adhering to the School's [Health and Safety Guidelines](#).
- MPH strives to be a community in which people feel comfortable communicating with each other, whether the communication is a recommendation, an observation, or a complaint. Stress-free communication can be difficult for any institution to achieve, but a satisfactory outcome can be advanced through the use of appropriate channels. Direct communication will often solve a problem or misunderstanding. Whether or not direct communication brings a satisfactory outcome, it is especially important to avoid spreading complaints through rumors or hearsay. When engaging in appropriate communication and shunning rumors, adult's model respectful behavior for the students whose growth is the prime concern of every educator and parent.

Those with concerns should approach first the teacher involved, then, if necessary, the Department Chair and Division Head. Any concerns that have not been satisfactorily resolved with an individual teacher or with a Department Head or Division Head may be brought to the Head of School.

While parents or guardians may not agree with every decision made by the School, in most cases, the parent and School will find enough common ground to continue a mutually respectful relationship. In the extreme case, however, an impasse may be so severe that the parent cannot remain a constructive member of the community. In such a case, both the parent and the School should consider whether another school would be a better match for the family.

CIVIL DISCOURSE

No matter how adults behave in the public sphere, MPH students have expressed their commitment to civil discourse in the following terms:

Cooperation

Dialogue: We seek to grow our understanding through conversation, and sincerely consider what other people are saying, recognizing that there are no winners or losers;

Compromise: We recognize that we must sacrifice some of our wants to reach harmony;

Consideration

- Respect: We value other people and their perspectives, and respect others' boundaries and emotions;

- Inclusion: We welcome other people's, perspectives, and opinions into conversation, and allow others to exit the conversation or observe;

Confidence

- Openness: We are comfortable expressing our opinions and emotions, and participating in conversation to whichever degree that we choose;

- Freedom: We recall our right to "freedom of speech" as promised under the Bill of Rights;

Concern

- Self-Awareness: We remember that our actions, beliefs, and the way we conduct ourselves in conversation can either help solve problems or make them worse;

- Disengagement: We end the conversation if it becomes unproductive or counterproductive;

Courtesy

- Appropriate Communication: We use appropriate tones, and respectful verbal and body language;

- Appropriate Settings: We find appropriate times and places for conversation;

Comprehension

- Empathy: We try to understand why people hold their specific beliefs, and why they may react emotionally in certain situations;

- Objectivity: We seek out facts and challenge falsehoods;

- Open-Mindedness: We try to challenge our own opinions and perspectives, and we aren't afraid to change our minds.

MPH Students, 2016

CHEATING AND PLAGIARISM

Cheating on tests and exams, copying another student's work, plagiarism, or any other form of dishonesty in academic work is unacceptable.

Copying another person's work or concept and presenting it as though it were a student's own creation, opinion, or judgment is a form of cheating called plagiarism. To use the work of another (as a student must often do) and at the same time avoid plagiarism, a student must give the original author credit for concepts presented even if the material is not directly quoted. Directly quoted material must be copied accurately, placed in quotation marks or otherwise set off from the student's own writing, and cited. Other authors' concepts or ideas that are summarized in academic work are not placed in quotation marks,

but must be cited. Whether the material borrowed from another author is exact wording or a more general idea or concept, a footnote or other citation must be used to give credit to the original author. Academic departments distribute information on proper citation form, and individual teachers will set criteria for research papers.

Students are expected to consult with their teachers when they have any questions about academic honesty. Teachers may encourage students to collaborate on an assignment, but students are responsible for understanding and adhering to the conditions of the collaboration.

A student cheats by either giving or receiving inappropriate help on a test or other assignment.

CONSEQUENCES FOR ACADEMIC DISHONESTY

Cheating and plagiarism are considered serious offenses at MPH and may result in suspension or ultimately dismissal. Cheating or plagiarizing on any assignment will result in a zero for the assignment.

ATTENDANCE

GENERAL ATTENDANCE

Classes in the Lower, Middle, and Upper Schools begin promptly at 8:10 a.m. Therefore, students should arrive by 8:00 a.m. and must be in the classroom by 8:05 a.m. All students must be in school every day unless they have an excused absence.

Regular and prompt attendance in all classes and other academic periods such as tutorial, class meetings, assemblies, advisory and study halls is required and shows respect for the teachers and the school program. It is a very serious matter for students to be absent from class.

If a student will miss any part of a school day because of a scheduled doctor's appointment, the parent should write a note notifying the School in advance stating the reason for the absence. All communications regarding attendance should go to the Reception Office at attendance@mphschool.org or (315) 446-2452. All students who arrive late must sign in and all students who leave early must sign out at the Reception Office.

In addition to attending every class for which they are scheduled, Upper School students must be at every meeting of each group to which they belong and every appointment made with members of the faculty or administration. All students except seniors are required to go to their scheduled lunch period. All students, including seniors, are required to attend all class meetings, assemblies and tutorial.

Students are responsible for any information announced at lunch, class meeting, or assembly.

The Dean of Students is responsible for reviewing attendance records and enforcing attendance policies. Queries about attendance should therefore be addressed to the Dean of Students.

TARDINESS

Students are expected to arrive on campus and to their classes in a timely manner. Students who are late are required to sign in with the Attendance Officer in the Reception Office and obtain a pass. Students will not be admitted after a class begins without an authorized pass.

Chronic tardiness will result in a family meeting with the Dean of Students.

Determination that a tardiness is excused or unexcused is made by the Division Head and the Dean of Students. An excused tardiness is granted for medical reasons/appointments, religious commitments, family emergencies, and excused MPH programs, as well as dangerous weather in the winter months.

Oversleeping, slow family mornings, and traffic do not constitute an excused tardiness.

SCHOOL ABSENCE

Any time a student will be out of school for all or part of the day, a parent must notify the Attendance Officer before 8:00 a.m. The parent may telephone (before 7:45 a.m., a message may be left on the School's voicemail system, (315) 446-2452, ext. 110) or send an email to attendance@mphschool.org.

Written communication regarding student absences must include the child's full name and grade (there are some duplicate names), the date and duration of the absence, and the reason for the absence. When illnesses last more than one day, please inform the School every day your child is out sick.

If a student misses school without parental notification, the Attendance Officer will immediately send an inquiry to parents by email. Parents must answer this inquiry and provide the missing information.

Excused Absences

An "excused" absence is granted for medical reasons, religious commitments, or family emergencies. Absence due to college visits by juniors and seniors is also considered an "excused" absence. Educational opportunities and participation in art performances or athletic competitions outside of school may be excused with the prior authorization of a Division Head or the Dean of Students.

After an excused absence, students are expected to make up missed work. The tutorial period provides time during the day for students to review concepts missed while absent. Students absent on the day of a test or other assignment are expected to make up the missing work as soon as they return to school, or at the teacher's discretion. In unusual circumstances, extra make-up days may be arranged with individual teachers.

Unexcused Absences

Extended vacations, fatigue not constituting illness (or "mental health days"), or absences taken to avoid assigned work or deadlines are not valid reasons for absence and will be considered "unexcused." Absences without parental authorization will be treated as absence from the campus without permission (see Major School Rules). Determination that an absence is excused or unexcused is made by the Division Head and the Dean of Students.

A student with an unexcused absence may not be allowed to make up work missed in class.

Students absent from school or other school events due to illness or an unexcused absence may not participate in after-school sports or other events for that day. Students must sign in by 11:05 a.m. to be eligible to participate in after-school events.

When parents or guardians are away from home

If a student's parents or guardians are to be out of town, they are required to call the appropriate division office to notify the School of the impending absence and to send an email including the name and address of the adults responsible for their children and the phone number where the parents or guardians may be reached in case of emergency. Of course, at all times, an up-to-date and complete medical emergency form must be on file with the school nurse.

Vacations are scheduled generously throughout the school year. Families are strongly discouraged from taking students out of classes during the school year for business or travel reasons. Most family vacations

that take place outside of official school vacations are considered unexcused absences. Assignments, tests and quizzes missed because of family travel cannot be made up by the student.

ATTENDANCE POLICY

Regular, daily attendance is an important part of the academic program at MPH. The class discussion and presentation are as important for academic success as written work. Occasional student absences are ordinary and unavoidable; illness and medical appointments affect us all. The School recognizes illness, medical appointments, religious obligations, family emergencies, and college visits (for juniors and seniors), as reasons for excused student absences.

But no matter the reason, excessive absences harm a student's ability to thrive, and the School must assert the need for regular attendance. There are points at which a student's absences (even if they fall into the category of "excused absences" described above) may begin to alarm the School, with corresponding effects and outcomes. Excessive absences, as described below, will result in a family meeting with the dean of students and the appropriate division head. Any decision concerning the resolution of attendance irregularities may be appealed to the head of school.

1. When a student has been absent for four meetings of any class or six school days in a single quarter, the School will begin to pay particular attention to the student's attendance. Paying particular attention means that student's absences may be flagged by the Attendance Office, and the student and the student's family may be queried closely about the student's attendance pattern. At this point, the School is concerned about the student's ability to keep up in academic classes.

2. When the student has been absent for six meetings of any class, or 12 school days, the School may determine that those absences will have serious consequences for academic progress. Serious consequences include the likelihood that missing work will not be accepted for credit, with the potential for a failing grade in a course. For upperclassmen, it also means the temporary suspension of free block privileges and off-campus privileges until the end of the next quarter.

3. When a student has been absent for eight meetings of any class, or 16 school days, the School has grave concerns about the student's ability to be promoted to the next grade, or perhaps even to continue in the current academic year. This might indicate a withdrawal from the School before the end of the academic year. At this level of absenteeism, the student will be placed on probation until the end of the next quarter.

Attendance throughout the school year is taken into consideration when determining a student's ability to be promoted to the next grade. A student who missed in excess of 50 school days in a year, or 30% of their instruction time, for any reason, will likely not be promoted to the next grade or might not be allowed to continue in the next academic year.

MEDICAL LEAVES

A student struggling with serious health concerns may take a medical leave for one quarter in order to undergo medical treatment. A student taking a medical leave will not be required to complete the work assigned during their leave, and will be supported by teachers and staff upon returning on campus. A student who needs to take an extended medical leave (beyond one quarter) will likely not be promoted to the next grade, but will be offered a chance to repeat the grade in the next academic year.

HOMEBOUND

A student unable to attend school for an extended period of time (two weeks or more) because of physical, mental, or emotional illness or injury as substantiated by a licensed physician is eligible to be instructed at home or in a hospital by a tutor provided by the school district in which the student resides. A student receiving homebound instruction will not be marked absent by the School. Arrangements for homebound instruction can be made via our Academic Support staff or directly with the appropriate public school district.

ATTENDANCE CODES

The following are the attendance codes used by the Attendance Officer.

Absent Excused

Absent Unexcused

Tardy Excused

Tardy Unexcused

Early Dismissal Excused

Early dismissal Unexcused

Online Present

Online Absent

Online Tardy

Homebound

Withdrawn

LEAVING FROM / RETURNING TO CAMPUS

Students may leave campus during school hours only for a valid reason, such as a doctor's appointment*. When leaving for a valid reason, students must bring a note from the parent to the Reception Office and sign out with the Attendance Officer. A phone call or email from a parent is also an acceptable method of communication. Upon return to campus, students are required to sign in at the Reception Office and request a pass for admittance to class.

* Seniors in good standing may leave campus during free periods provided a parental permission form has been submitted to the Dean of Students.

DAILY SCHEDULE

The Division Offices handle academic scheduling for next year's courses. In the winter, students meet with their advisors to discuss course options for the next year. After the meeting, students bring home a

suggested schedule, which their parent must approve and return to the School. Final schedules are communicated to the parent in August. Division Heads are always available to meet with parents/guardians and students about courses and schedules.

In the Middle and Upper-School, classes rotate on a 8-day block cycle. Every day, classes meet for 70 minutes, from 8:10 a.m. to 3:05 p.m.

Middle School Daily Schedule Template

1	2	3	4	5	6	7	8
Block 1 8:10 - 9:20	Block 2 8:10 - 9:20	Block 3 8:10 - 9:20	Block 4 8:10 - 9:20	Block 5 8:10 - 9:20	Block 6 8:10 - 9:20	Block 7 8:10 - 9:20	Block 8 8:10 - 9:20
Community Time 9:25 - 10:10							
Block 3 10:15 - 11:25	Block 4 10:15 - 11:25	Block 5 10:15 - 11:25	Block 6 10:15 - 11:25	Block 7 10:15 - 11:25	Block 8 10:15 - 11:25	Block 1 10:15 - 11:25	Block 2 10:15 - 11:25
Tutorial 11:30 - 12:00							
Lunch 12:05 - 12:30							
Block 5 12:35 - 1:45	Block 6 12:35 - 1:45	Block 7 12:35 - 1:45	Block 8 12:35 - 1:45	Block 1 12:35 - 1:45	Block 2 12:35 - 1:45	Block 3 12:35 - 1:45	Block 4 12:35 - 1:45
Block 7 1:55 - 3:05	Block 8 1:55 - 3:05	Block 1 1:55 - 3:05	Block 2 1:55 - 3:05	Block 3 1:55 - 3:05	Block 4 1:55 - 3:05	Block 5 1:55 - 3:05	Block 6 1:55 - 3:05

Upper School Daily Schedule

1	2	3	4	5	6	7	8
Block 1 8:10 - 9:20	Block 2 8:10 - 9:20	Block 3 8:10 - 9:20	Block 4 8:10 - 9:20	Block 5 8:10 - 9:20	Block 6 8:10 - 9:20	Block 7 8:10 - 9:20	Block 8 8:10 - 9:20
Community Time 9:25 - 10:10							
Block 3 10:15 - 11:25	Block 4 10:15 - 11:25	Block 5 10:15 - 11:25	Block 6 10:15 - 11:25	Block 7 10:15 - 11:25	Block 8 10:15 - 11:25	Block 1 10:15 - 11:25	Block 2 10:15 - 11:25
Tutorial 11:30 - 12:00							
Block 5 12:05 - 1:15	Block 6 12:05 - 1:15	Block 7 12:05 - 1:15	Block 8 12:05 - 1:15	Block 1 12:05 - 1:15	Block 2 12:05 - 1:15	Block 3 12:05 - 1:15	Block 4 12:05 - 1:15
Lunch 1:20 - 1:50							
Block 7 1:55 - 3:05	Block 8 1:55 - 3:05	Block 1 1:55 - 3:05	Block 2 1:55 - 3:05	Block 3 1:55 - 3:05	Block 4 1:55 - 3:05	Block 5 1:55 - 3:05	Block 6 1:55 - 3:05

TUTORIAL

In the Middle and Upper School, students meet with an advisor during tutorial at 11:30 a.m. Tutorial is a 30-minute instructional resource period during which students can receive extra help, make up tests/quizzes, participate in specified activities, and/or work with others.

ADVISORY

Every Day 5 at 9:25, Middle and Upper School students gather with their advisors to take part in Advisory, a program of activities and discussions designed to help students build relationships, strengthen their capacity for self-reflection and communication, and address their social and emotional needs, such as reducing stress and building resilience. Advisory experiences aim to prepare our students to be fully engaged learners and to lead healthy lives.

COMMUNITY TIME

Community time is a flexible block that meets every day at 9:25 a.m. for 45 minutes. At this time, students and faculty in the Middle and Upper School engage in a variety of activities: going outside, participating in clubs or advisory, attending class meetings or assemblies, and working collaboratively across the three divisions.

STUDY HALLS

Freshmen are assigned to study hall for the entire year. Sophomores are assigned to study hall for the first semester. After first semester grades are processed, the Dean of Students and Upper School Head will determine the sophomores who have satisfactory academic and behavioral performance. These students will be able to spend their free blocks elsewhere if they wish.

Juniors are not assigned to study halls; however if they have first block free, they are required to sign in to the first block study hall as a means of attendance taking.

Seniors are not assigned any study hall.

At the direction of the Head of Upper School or the Dean of Students, a student may be assigned to study hall for academic or behavioral reason. All students, if not otherwise assigned or if their grades fall below a C-, may be placed in study hall.

FREE BLOCKS

Free blocks are a privilege granted to students in grades 10 and up who have demonstrated responsible behavior and academic choices. Students must remain on campus during free blocks, except for seniors in good standing who have submitted an authorization to leave campus. Students may find their free blocks revoked as a consequence of poor academic or behavioral performance.

SENIORS' LAST DAY OF CLASSES*

The last day of classes for seniors in good academic standing is the final day of AP exams in May. Seniors in good academic standing do not have to take final exams.

Seniors' participation in final exams depends on their grades, especially in the fourth quarter. To help seniors stay focused during the final quarters of the year, and to assist students in maintaining momentum for the full semester, the following policy is in place:

1. Senior students who maintain a C average or better during the fourth quarter may finish course work on the final day of classes for seniors and are not required to take a final exam.
2. Senior students who have a C- or below in a course for the fourth quarter on the final day of classes for seniors will be required to take a final exam in that course.
3. If the senior student has a C- or below for the fourth quarter, and is in a class with all seniors, the teacher and student will make arrangements for the student to take the exam before final grades are due in the office.

4. A senior student may be required to remain in classes and to take the final exams at the request of teachers or the Division Head.

* Will be updated in the fall of 2022

SNOW DAYS AND EMERGENCY CLOSINGS

School closings or delays due to weather are announced on mphschool.org, on local television stations, on Syracuse.com, via email, and text. When MPH has a snow day, that day in the rotation is not made up and the next day in the rotation occurs.

On occasion, MPH may remain open when other school districts either delay opening or decide to close. Parents should decide whether to drive their children to MPH or, if in their judgment weather conditions make it wiser to keep their children home. Absences due to weather conditions are excused, but parents are asked to please call the Attendance Officer before 8:00 a.m. to let us know their children will not be at school.

SCHOOL RULES

BASIC RULES

MPH is a college preparatory school with a rigorous academic program. In addition to emphasizing high academic standards, the School expects corresponding standards in student behavior—both in and out of school.

In school, children’s behavior is guided by the rules contained in this handbook. Students are instructed regularly by their teachers and division heads regarding proper conduct, manners, courtesy, and language. Students are expected to demonstrate respect for each other and their teachers, to value the property of others and the School, and to treat others’ belongings with care. Trust and individual integrity are important in maintaining the success of the community.

MAJOR SCHOOL RULES

The acts enumerated below are strictly forbidden. They consist of conducts or communications reflecting discredit upon the School or seriously unbecoming to a responsible citizen of the MPH community. In the Upper School, students committing any of these acts will face a disciplinary action from the school. This disciplinary action could take the form of a Student Faculty Judicial Committee (SFJC) or a meeting with the Head of School:

1. Sale, use, possession, or being under the influence of alcohol, drugs (including misused prescription drugs), narcotics, or mind-altering materials, or possession of drug paraphernalia on the MPH campus, on the property of Pebble Hill Presbyterian Church; or at any school function.
2. Dishonesty, including lying, cheating, and plagiarism (see policy in Character and Honor).
3. Smoking or vaping, or possession of tobacco products, vaporizers or e-cigarettes on school property or on the property of Pebble Hill Presbyterian Church, or during school events.
4. Absence from the campus without permission.
5. Gambling in any form.
6. Sexual harassment (see policy below).
7. Fighting; hazing; bullying (see policy below), including the use of exclusion, isolation or language intended to harass or intimidate, especially if that language includes slurs or insults rooted in ethnicity, gender, religion, sexual orientation, or other factors that lend themselves to stereotyping; threatening physical violence as a means of intimidation.
8. Theft; vandalism; destruction, defacement or unauthorized use of others’ property.
9. Conduct, wherever occurring, that constitutes a violation of New York or United States criminal laws, or of the criminal laws where the conduct occurred, whether or not the student is prosecuted or convicted for such conduct.

10. Possession of weapons or explosives on campus (including in vehicles in a school or on Pebble Hill Church grounds) or at any school event, including but not limited to trips, sporting events or dances, whether held on campus or elsewhere.

Some rule infractions are so serious to the life of the School that they will result in immediate suspension. Fighting, starting or trying to start a fight, or assault will result in immediate suspension, as will openly refusing to carry out the reasonable request of a teacher or other adult. Suspended students and their parents or guardians must meet with the Head of School before the student may return to MPH.

DRESS CODE

Members of the MPH community have the agency to make responsible choices about the way they dress for a diverse school with students from pre-k to twelfth grade. Students in all three divisions are expected to abide by a spirit of dress that is neat, clean, and appropriate for an academic environment that serves a broad population.

Ripped, torn, or soiled clothing with writing or graphics that are antithetical to the school's core values are not allowed. Specifically, words and images that depict or refer to drugs, alcohol, violence, obscenities, or racist stereotypes and language may not be worn on campus. In addition, hats may not be worn indoors. Some clothing and manners of dress, including pajamas, slippers, and exposed underwear, are unsuitable for an academic environment.

HALLOWEEN COSTUMES

MPH students may come in costume, provided that the costume is in good taste (i.e., suitable for viewing by children as young as four). No weapons, real or simulated, are permitted as part of a costume, nor are other items that would not be permitted in school ordinarily (for example, liquor bottles). The dress code is eased for the day for students genuinely in costume. Scary, provocative or gory costumes are not allowed. Costumes perpetuating racial, cultural, and gender stereotypes are not allowed.

PERMISSIONS

Permissions are granted by either the Division Heads or the Dean of Students.

BULLYING PREVENTION AND INTERVENTION POLICY

INTRODUCTION AND STATEMENT OF PURPOSE

MPH expects students to take responsibility for their actions at all times, whether on or off campus; to behave intelligently and with sensitivity, and to conduct themselves honestly and respectfully. Given that MPH's community expectations are in place to provide boundaries within which students can make healthy choices in an encouraging and supportive setting, the School is also strongly committed to providing its students with a safe learning and living environment that is free from all forms of harassment, including bullying.

Accordingly, the School will not tolerate any form of bullying that occurs on or near the School's campus or in connection with any school activity or that otherwise interferes with the educational experience of

any student at the School. The School will support this commitment in all aspects of our school community.

The School will respond promptly and effectively to any report of bullying or to any report of retaliation against any person who has any information about bullying or who has participated in an investigation of bullying. The School will promptly investigate the report. If the School finds that bullying or retaliation has occurred, the School will promptly take action to end that behavior and restore a sense of safety for those who were the target of it. The School will impose disciplinary sanctions in appropriate cases, up to and including dismissal from MPH. The School will report to local law enforcement incidents of bullying that may constitute a violation of criminal law.

WHAT CONSTITUTES BULLYING?

Bullying: MPH defines bullying as “the use by one or more students of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a victim, that: causes physical or emotional harm to the victim or damage to the victim’s property; places the victim in reasonable fear of harm to him/herself or damage to his/her property; creates an intimidating, humiliating, or abusive environment at school for the victim; infringes on the rights of the victim at school; or materially and substantially disrupts the education process or the orderly operation of a school.”

Examples of bullying may include, but are not limited to:

- Verbal: Name-calling, teasing, inappropriate sexual comments, taunting, and threatening to cause harm.
- Social: Spreading rumors about someone, excluding others on purpose, telling other children not to be friends with someone, and embarrassing someone in public.
- Physical: Hitting, punching, shoving, kicking, pinching, spitting, tripping, pushing, taking or breaking someone’s things, and making mean or rude hand gestures.

Bullying generally involves the following characteristics:

- An Imbalance of Power: Children who bully use their power, such as physical strength, access to embarrassing information, or popularity, to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.
- The Intent to Cause Harm: The person bullying has a goal of causing emotional or physical harm.
- Repetition: Bullying behaviors generally happen more than once or have the potential to happen more than once.

Bullying by cyber-bullying: MPH defines cyber-bullying as “bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications.”

Cyber-bullying also includes “the creation of a webpage or blog in which the creator assumes the identity of another person or the knowing impersonation of another person as the author of posted content or

messages, if the creation or impersonation creates any of the conditions enumerated above in the definition of bullying.”

Cyber-bullying also includes “the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated above in the definition of bullying.”

PROHIBITION AGAINST BULLYING

The School will not tolerate any form of bullying or cyber-bullying.

Bullying is prohibited on school grounds, property immediately adjacent to school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by the School, or through the use of technology or an electronic device owned, leased or used by the School and at a location, activity, function or program that is not school-related, or through the use of technology or an electronic device that is not owned, leased or used by the School, if the bullying creates an intimidating, humiliating or abusive environment at school for the victim, infringes on the rights of the victim at the school or materially and substantially disrupts the educational process or the orderly operation of the School.

PROHIBITION AGAINST RETALIATION

The School also prohibits retaliation against any person who reports bullying, who provides information during an investigation of bullying, or who witnesses or has reliable information about bullying. “Retaliation” means any form of intimidation, reprisal or harassment directed against any such person.

REPORTING INCIDENTS OF BULLYING OR RETALIATION

Students: Any student who feels that he or she or any other student has been the victim of an action of bullying or retaliation is strongly encouraged to report the matter promptly to the student’s Division Head, the Dean of Students, the Head of School, or any other staff or faculty member with whom the student would feel more comfortable making the report. Student reports of bullying may be made anonymously, although the School is prohibited from taking any disciplinary action against a student solely on the basis of an anonymous report. A student who knowingly makes a false accusation of bullying or retaliation will be subject to disciplinary action, up to and including dismissal.

Parents/Guardians: Any parent or guardian who feels that any student has been the victim of an action of bullying or retaliation is strongly encouraged to report the matter promptly to the appropriate Division Head, the Dean of Students, or the Head of School. Such reports of bullying may be made anonymously, although the School’s ability to take action based on an anonymous report may be limited. The School expects students, parents and guardians to act in good faith when reporting or participating in an investigation into a bullying incident. The School may take action in response to knowingly false or malicious accusations or information, up to and including terminating a student’s enrollment.

Faculty and Staff: All administrators, teachers, and staff – every person who is employed by the School in any capacity – must immediately report any single action of bullying or retaliation that the person has witnessed or otherwise become aware of to the appropriate Division Head, the Dean of Students, or the Head of School. The School expects faculty and staff to act in good faith when reporting or participating in an investigation into a bullying incident. The School may take disciplinary action in response to knowingly false or malicious accusations or information, up to and including dismissal. An employee

who fails immediately to report an instance of bullying or retaliation of which they are aware shall be subject to disciplinary action, up to and including dismissal.

RESPONDING TO REPORTS OF BULLYING OR RETALIATION

Upon receiving a report of bullying or retaliation, the division head or his/her designee will promptly conduct an investigation. The nature and extent of the investigation will depend on the circumstances.

Investigation: The following is an outline of the procedure that is pursued once a complaint has been brought to the attention of a Division Head, the Dean of Students, or the Head of School:

An impartial investigation of the complaint is conducted by the Division Head or the Dean of Students or their designee. That investigation may include (but will not necessarily be limited to) interviews with the person who made the complaint, with the student who was the target of the alleged bullying, cyber-bullying, or retaliation, with the person or persons against whom the complaint was made, and with any students, faculty, staff, or other persons who witnessed or who may otherwise have relevant information about the alleged incident.

Depending on the circumstances, the Division Head or the Dean of Students or their designee conducting the investigation also may choose to consult with other teachers and/or the School's counseling staff.

NOTIFICATION AND RESPONSE:

Following interviews and any other investigation undertaken, as the School deems appropriate, the Division Head or the Dean of Students and the Head of School will determine whether and to what extent the allegation of bullying, cyber-bullying, or retaliation has been substantiated.

Notification: If the Division Head or the Dean of Students and/or the Head of School determine that bullying or retaliation has occurred, the Division Head or the Dean of Students and/or the Head of School will take the following actions:

- Notify the parents or guardians of the victim and, to the extent consistent with state and federal law, notify them of any action taken to prevent any further acts of bullying or retaliation;
- Notify the parents or guardians of the alleged perpetrator(s); and
- Assess the victim's need for protection and take appropriate steps as necessary to restore a sense of safety for that student.

Response: If the Division Head or the Dean of Students and/or the Head of School determine that bullying or retaliation has occurred, that any other element of the policy set forth in this policy has been violated, or that any other school rule has been violated, the Division Head or the Dean of Students and/or the Head of School will determine what disciplinary action and/or other remedial action is appropriate and how it will be implemented.

When necessary, the following steps may be taken:

- In consultation with the School's counseling staff, refer perpetrators, victims and family members of such students for counseling or other services as appropriate.
- Take appropriate disciplinary action, which may include any form of discipline that the School imposes for other violations of its rules and policies, up to and including dismissal.

- Notify local law enforcement if the Head of School believes that criminal charges may be pursued against a perpetrator. Depending on the nature of the conduct, bullying may involve, for example, the crimes of stalking; making threats; harassment; or making harassing, annoying or molesting electronic communications. In addition, retaliation or threats of retaliation may involve, for example, the crime of witness intimidation.
- Notify the appropriate administrator of another school if an incident of bullying or retaliation involves a student from that school.

It is important to note that the Head of School retains final authority in all disciplinary proceedings and decisions at MPH. In most case where there are violations by Upper School students of the policy as set forth in this policy, the Head of School will retain jurisdiction to make final decisions and carry out remedial action without resort to the Student-Faculty Judicial Committee.

CONCLUSION

This policy is intended (1) to prevent bullying and cyber-bullying among our students, (2) to encourage students and their parents to have confidence in the School's procedures and to come forward promptly whenever a student is subject to conduct that is prohibited by this or any other school policy; and (3) to implement appropriate discipline and other corrective measures when they are found to be warranted.

SEXUAL HARASSMENT

MPH does not tolerate sexual harassment. Sexual harassment by anyone, whether in the School, at work assignments outside the School, at School-sponsored functions, or elsewhere is illegal. Sexual harassment includes, but is not limited to, unwelcome sexual advances; requests for sexual favors; suggestive remarks, jokes, and gestures; the creation of an intimidating, hostile, or offensive environment; and other unwelcome verbal or physical conduct or communication of a sexual nature.

An individual creates an intimidating, hostile, or offensive environment for another by the use of remarks, gestures, motions, or other verbal or physical conduct that is perceived as harassing. The defining element of sexual harassment is the way it is perceived, not the way it is intended. The dominant factor in sexual harassment is that it is uninvited and unwanted. Sexual harassment is not social or courting behavior. It is best seen as an assertion of power.

When an individual feels that she or he has been subjected to sexual harassment, she or he must register a complaint if the School is to take action to stop the harassment. A student may complain of sexual harassment to any teacher or administrator. It is easier for the School to investigate a complaint and bring it to a satisfactory conclusion if the complaining individual will allow his/her name to be used. A student may complain anonymously, though, and the School will endeavor to bring about a satisfactory outcome.

The Dean of Students, in consultation with the Head of the appropriate division, will investigate the complaint. If the determination is made that sexual harassment has taken place, the harasser will be required to meet with his or her advisor, the dean of students, and the appropriate Division Head. At this meeting, the individual will be told of the complaint and given an opportunity to respond.

Depending on the severity of the offence, the student will either receive a warning from the Dean of Students or be dealt with directly by the Head of School. In the case of a warning, the student will be warned that such behavior is unacceptable and must stop, and will be told that further complaints indicating this warning has not been heeded will be dealt with by the Head of School and may result in

expulsion. The student will be further warned that any retaliation against the student who has made the complaint will not be tolerated. Other disciplinary measures may accompany a warning. In certain cases, the Dean of Students may decide that the offence is so severe that it warrants a direct decision by the Head of School, which may result in expulsion.

The student's parents or guardians will be notified of the complaint and the outcome of the meeting.

The student who has registered the complaint will be notified that the harasser has been warned that the behavior must stop. This student will have the right, if he or she feels that this outcome is not satisfactory, to take the matter up with the Head of School.

DAMAGE TO PROPERTY

Students are responsible for any damage they do to MPH equipment or property. Nothing should be attached to or written on the inside or outside of any locker. Lockers are checked during and at the end of the school year. Damages and excessive cleaning will be charged to the student.

Students are expected to treat furniture in the student lounge, in classrooms, and elsewhere on campus with care. Any unauthorized use of school equipment is interpreted as a seriously irresponsible act. Students are also responsible for off-campus property while participating in school activities.

FOOD AND DRINK

In addition to a daily lunch, snacks are available to Middle and Upper School students in the Campus Shop and the dining hall. Generally, eating is restricted to the dining hall, outside, the Phoenix Student Center, and the McNeil student lounge.

During lunch though, food, drinks, plates, glasses, bowls and metal silverware may not be taken out of the dining hall.

No food from outside campus can be brought on campus due to the potential for allergies without the express permission of a Division Head.

ACCEPTABLE COMPUTER USE AND ELECTRONIC COMMUNICATION

To ensure the safety of all, respectful behavior is expected while MPH students are online and using all forms of electronic communication. In addition, students are prohibited from using school technology for anything that is not school-related or teacher assigned. Cyber-bullying is prohibited (refer to MPH Bullying Prevention and Intervention Policy).

MPH does not tolerate:

- The creation or spreading of computer viruses.
- The invasion of privacy of other computer users.
- Abusive or improper use of computer technology resources, including, but not limited to, tampering with equipment, copying software or making unauthorized repairs.
- The use of any sort of obscene, harassing, or abusive language while online.

- The use of computers to access obscene or pornographic material.
- Extensive use of computers for non-educational or social purposes.

Just as with other facets of student life, student use of technology at MPH is governed by the basic rules of conduct set out in this handbook. The general school rule regarding academic honesty, for instance, applies with equal force to Internet resources; intellectual property gathered from the Internet must be cited properly if used in a student paper. The general rule prohibiting theft governs stealing another's password, just as it does stealing physical objects from another's locker. Students communicating electronically are representatives of Manlius Pebble Hill School and are expected to behave accordingly. Students who are unsure of what constitutes appropriate behavior should ask themselves, "Will my actions reflect well on the MPH community?" Any communications that would be improper or illegal in any other medium are equally so with electronic communications devices. Listed below are some guidelines for technology on campus.

General Guidelines

The School reserves the right to inspect student data and records of student actions on school-owned computers. This includes accessing student home directories (your H drive on Citrix) when network problems imply a student has loaded personal software, monitoring logs of web sites visited via school computers, and checking for student access to inappropriate areas of the campus network. The School regards highly the student expectation to privacy. However, just as with student lockers, MPH reserves the right to inspect areas of the network normally reserved for private student use when circumstances warrant.

Copyright & Plagiarism

Electronic information is owned by its creator and is subject to copyright law. MPH users will not assume authorship for any work not their own or fail to give credit to other people's work and ideas when incorporating from electronic sources any words, pictures or other media.

Internet

Due to limitations in content filtering software and the belief that students should be educated in how to use the Internet safely, ethically and wisely, we expect that students:

- Will not seek out sites inappropriate to a school environment.
- Will immediately leave the site or inform a teacher if inappropriate material is inadvertently accessed.
- Will not participate in inappropriate "chat rooms."
- Will not access social media unless authorized by a teacher for the purpose of a class, club, or student organization.

Web Logs

We believe that the access to valuable information and interaction on the Internet is extremely valuable. That said, MPH students should not publish any information which violates or infringes upon the rights of any other person, including information that would be:

- Abusive, profane, defamatory, inaccurate, obscene, threatening, racially offensive, or illegal.
- Sexually offensive to a reasonable person.
- Contain advertising or solicitation of other members to use goods or services.
- Solicit the performance of any activity which is prohibited by law.

These types of speech are not protected under the Constitution and risk legal action against the publisher. If the School comes across information regarding these violations, parents will be notified of the discovery.

Passwords

Users may not let others use their account and password. Others should not easily be able to guess passwords to the system. Attempts to log into the system using another member's account may result in a suspension of the accounts. Users should immediately notify a teacher if their password is lost or stolen, or if they have reason to believe that someone has obtained unauthorized access to their account.

Wireless Access

If you bring in your own computer and wish to access the MPH network, you must do it by means of a wireless card. Students are not allowed to unplug our cables in order to connect their machines to our network. The MPH wireless network is meant to supplement the wired infrastructure and also provide convenient access to network resources, such as web browsing, email and printers. Wireless access points have been set up across the school campus to facilitate this. There are certain shortcomings to the network that students need to be aware of:

- High bandwidth applications like large file transfers, Microsoft Windows system updates, and media sharing with programs like KaZaa, Napster, or Bearshare are not supported.
- Performance varies and cannot be guaranteed.
- Off-campus connections to the wireless network are not supported.

If you have a laptop and would like to access the MPH wireless network, your network card should be able to use the 802.11b protocol (Examples of vendors include Belkin and Linksys).

Games

MPH computers are not to be used to play games during the school day unless sanctioned by a teacher or for classwork.

Electronic Equipment & the Network

All electronic equipment on campus, including laptops, PCs, keyboards, copiers, printers, cameras, scanners, etc., as well as software on disk, is the property of MPH and should remain in its assigned location. To borrow laptops, media equipment or projectors for presentations, students should speak to the teacher in charge of the equipment. Students will need to reserve certain equipment in advance by at least a day to make sure that the equipment is available for use at the requested time. Students are responsible for getting the equipment back in working order. If any borrowed equipment is not found to be working satisfactorily when returned, students may be charged the full amount for the borrowed school property. Students may not take any computer equipment off campus for any reason; exceptions may be made in cases where explicit permission is obtained from a Division Head.

Families should be aware that MPH takes steps to ensure the security of its computer equipment. All school-owned equipment is equipped with use-tracking software and tools. By using school computer equipment and networks, all users acknowledge and agree to such monitoring.

MPH users:

- Will not bring food or open drink containers into the computer lab or library unless officially sanctioned by the Head Librarian or Technology teacher.
- Will not intentionally damage or destroy electronic equipment.
- Will not disconnect or rewire network cables, mice, keyboards, monitors, or any other piece of electronic equipment without express permission from a CIS faculty member.
- Will not use the network in any way that would disrupt the use of the network by others.
- Will not intentionally waste limited resources.
- Will not download or install any commercial software, shareware or freeware onto school computers without permission.

Problems

Computer problems, including issues with your MPH account and password, should be reported to the librarian or to a teacher.

CELLPHONES

Unless required for a specific class activity, as directed by a teacher or advisor, cellphones will remain in backpacks or lockers during class time, study hall, tutorial and advisory, and will not be visible or carried on a student's body, or used in school hallways.

Upper School students are granted the privilege to use their phones freely when outdoors, in the Phoenix student center, or in the McNeil student lounge and lobby, during breaks, free blocks, and lunch.

Students who might need to use their cellphone at times to communicate with a parent/guardian must ask permission from a teacher.

Cell phones used inappropriately or without permission will be confiscated until the end of the school day.

RECORDING TECHNOLOGY

Students may not record class activity without the express permission of the instructor. Occasionally a student may ask to make an audio recording of a class for aid in later study; generally speaking, the instructor will allow such a recording. A student may not make a video recording of a class, unless it is part of a project assigned by the instructor, such as a film or presentation, and then it may be used only in class. Under no circumstances may a student make a video or audio recording of a class activity and then broadcast it through any online medium such as YouTube.

The campus, including classrooms, hallways, the Theater, the Dining Hall, assemblies, etc. may not be filmed for private or public use without the express permission of the School. An exception to this policy occurs when the activity being filmed is a graduation ceremony or a child's performance, such as a music recital or sporting event, and the recording is intended to be shared only privately.

COPY MACHINES

Students may use freely the copy machine in the library, McNeil student lounge and Art Center for academic work.

TELECONFERENCING ETIQUETTE

Being in a virtual learning environment is quite a bit different than being in person, and you might be wondering why we have special rules of etiquette for being in online classrooms. After all, if you are used to Facetime and other video apps, this may seem unnecessary. But as we venture into this new learning space, we'll discover some differences and add to the "best practices" that have already been developed by successful businesses and online learning communities. For instance, a large part of in-person communication is nonverbal; we pick up on facial cues to help our understanding, but this is harder to accomplish when we are together online. So one guideline for teleconferencing is to make sure that everyone's faces are not in shadow so that everyone can be seen and optimally understood by others.

1. Be aware of your surroundings

Adjust your work set up so that you face a window or are exposed to plenty of light. This is good for your health and well-being, and it also ensures that your face is not in shadow. If you're at home, make sure your background is school appropriate. You should also remove any noisy distractions, like music, and turn your phone on silent.

2. Dress appropriately

When teleconferencing from home, let's avoid pajamas, or other attire that you would not wear in a typical classroom setting. Take time to get ready before the meeting. You'll feel more focused to take on the virtual classroom.

3. Be on time

Remember that punctuality is a sign of respect to all present in the meeting. If you do arrive late, wait for a pause in the conversation to announce your presence, so as not to interrupt a classmate or the teacher.

4. Keep the computer's camera on

Make sure your computer's camera is turned on and keep it on during the entire class. Not seeing you makes it difficult for your teacher to gauge if you are paying attention, and could give the impression that you have in fact left or that you are doing something else. Turning off the camera should be reserved for emergencies, for example when someone unexpected enters the screen, or other disruption.

5. Mute your microphone when you're not talking

If you're working from a place with a lot of background noise, or simply to avoid reverberation, make sure to keep your microphone muted when you're not speaking. This also gives other participants the ability to chime in and share their thoughts without distraction. Expect your teachers to direct you to mute and unmute your microphone. Raising your hand is a good way to ask for permission to unmute and speak.

6. Leave the keyboard alone

The sound of typing is distracting. It's not only distracting everyone else in the class (because a laptop's internal microphone is inches away from the keyboard), it's also preventing you from devoting your full attention to the class. Either use a headset or pick up your notebook and pen to take class notes. Also refrain from any unnecessary side chat. Your teacher will let you know when chatting is okay.

7. No food allowed

Make sure to eat a snack before your virtual meeting. Eating while discussing important school matters is distracting to your learning and others.

8. Speak up

When you enter a virtual class, announce yourself and say hi to your teacher and classmates. If you're a bit late, wait for the person speaking to finish before announcing yourself, so as to interrupt her. Secondly, speak loudly in a virtual class. Your class will appreciate being able to hear you without having to strain their ears. A headset will help.

9. Stay seated and remain attentive

It may be tempting to play with a pet, check your social media, or carry on a side chat during a dull moment in a class, but don't do it! You might miss out on key information or an opportunity to give input. Exercise discipline.

Mind your posture, keep your hands away from your face as much as possible, maintain "eye contact" and project attention.

FUNDRAISING

In order to promote the community service aspect of MPH's core values, while coordinating the many fundraising initiatives at Manlius Pebble Hill, the administration of MPH has put together the following guidelines.

1. Fundraisers should be designed to encourage student action and involvement. Students must refrain from asking the MPH community for direct monetary contributions.

***Some examples of great ways to engage the MPH community in your fundraiser include blood drives, or other "action" drive, donate your time to assemble things, make cards, do a service drive, have students donate their wages from an hour of work/babysitting, etc.*

2. "Item drives" will be considered on a case-by-case basis, depending on availability on the fundraising calendar. Students must contact the director of development if they wish to have a fundraising drive considered and they are encouraged to expand their pool of support for fundraising drives outside of the MPH community (e.g. churches, synagogues, local businesses, etc.).

3. Students are encouraged to engage the MPH community in their efforts by creating informational flyers (which can be given to Lower School teachers for distribution in backpacks, handed to Middle School and Upper School students, and displayed around the school.)

**Students may not use MPH mailing lists/directory to mail or email letters to parents/alumni for donations for drives. This includes including that information in another school mailing or email/website post.

4. Students can give their fundraising information to the director of communications for inclusion in *Snapshot* and social media.

STUDENT VISITORS

MPH welcomes prospective students to visit campus for a day and shadow a student in their current grade level. Parents and students interested in scheduling a visit day should contact the Admissions Office and a member of the Admissions staff will gladly assist. A minimum one-week notice is required to schedule a visit, but exceptions can be made on a case-by-case basis. All visitors are required to abide by MPH's health and safety guidelines as stated on the [MPH website](#).

Alumni who wish to visit campus need to contact the Dean of Students for permission.

FIELD TRIPS

When on field trips, students are expected to conduct themselves in a manner that reflects the rules and expectations of Manlius Pebble Hill.

WORK

While MPH appreciates its students desire to become involved in active life, school always takes priority over work. Students who work may not skip classes in order to fulfill a work requirement. Any work related absence will be considered unexcused.

SECURITY

Security is very important at MPH. The school administration works closely with the DeWitt Police and Fire Departments to establish security protocols, and to provide the safest possible environment for our students.

Faculty and Staff are required to wear identification badges at all times, and adult visitors must sign in at the Front Office and wear a temporary identification badge.

EMERGENCY NOTIFICATION

In case of a fire, a fire alarm will notify the occupants of each building. In case of another type of emergency, a message over the phone PA system will notify the occupants of each building.

The Head of School or a designee will notify the parents of any actual emergency situation via Blackboard Connect 5, by email and phone message. It is therefore essential that parents give accurate contact information to the school administration.

EMERGENCY DISMISSAL

In case of an actual emergency situation, and following the lead of the Head of School and the Division Heads, students will normally be dismissed by their Class Advisors.

EMERGENCY DRILLS

MPH holds emergency drills periodically throughout the year as required by NYS law, and has emergency plans in place: hold, secure building, lockdown, sheltering procedure, evacuation. Copies of the Emergency Response Plans, which detail the protocol to follow in each situation, are available in every classroom and administrative office.

During fire drills, students are to exit the School through the closest exit, following their teacher to the soccer field. Students line up alphabetically and by grade, with 9th grade the closest to the tree line and 12th grade closest to the parking lot. Class Advisors will take attendance. ***There is to be no talking during the evacuation procedure!*** When students are released from the fire drill, they are to return immediately to their class.

ENFORCEMENT OF RULES

Conditionals

A student is given a “conditional” as a way of disciplining academic or behavioral offenses. If given a conditional, a student must stay after school on the day the offense occurs, or at the School’s earliest convenience. Parents or guardians are always notified by telephone of conditionals.

Academic Conditional

Students who fail to do homework or meet other academic commitments may be given an academic conditional, which lasts from 3:15 until 4:00 p.m. Academic conditionals are supervised silent study halls after school, and students make up the class work at this time. Individual teachers may also require students to work with them during this time. Parents or guardians are notified, and academic conditionals take precedence over most after-school scheduled activities. When Upper School students receive an academic conditional, they are expected to stay after school on the day it is given. Middle School students are expected to stay on the day the academic conditional is given with the teacher assigning it.

Behavioral Conditional

Improper student behavior, such as misbehaving in class, teasing other students, excessive unexcused tardiness, rudeness, and improper dress may result in a behavioral conditional, which lasts from 3:15 until 4:00 p.m. Students may be required to perform school maintenance tasks during this period. At the discretion of the Dean of Students and their Division Head, students may be asked to serve Saturday morning conditionals.

Middle School students may not participate in social activities if there are any outstanding behavioral conditionals to be served. Middle School students accumulating three or more behavioral conditionals within an eight-week period will not be permitted to participate in the next scheduled social activity.

Probation

A student may be placed on probation either following suspension, as the next logical step in the school disciplinary process, or as an independent means of discipline. Failure to meet the conditions of the probation will lead to a meeting with the Head of School, who will consider dismissal from the School as an option.

Academic and/or Behavioral Probation

If a student's behavior or academic achievement does not meet minimum standards, he or she is given this form of probation. Continued attendance at MPH is then subject to improved academic performance and/or behavior during a prescribed period of time.

Social Probation

Improper or rude behavior during school, on buses, or at after-school activities may result in social probation, which means that a student may not attend any dances, games, or other social functions held after 3:05 p.m.

Suspension

Students may be suspended from school for major infractions. A suspension may be in school, in which case the student sits alone in an unused room at school from 8:10 a.m. until dismissal or out of school. Before an Upper School student may return to class, parent(s) or guardian(s) must meet with the Dean of Students and the Head of the Upper School. Before a Middle School student may return to class, parent(s) or guardian(s) must meet with the Head of the Middle School.

ACADEMICS

GRADUATION REQUIREMENTS*

All students are required to take five core courses in each semester that they are enrolled at MPH. Students must earn a minimum number of credits in each department, as outlined below. Additionally, a Senior Thesis Project in the senior year is required.

English	4 credits
Physical Education	4 credits
Mathematics	3 credits
History (must include U. S. History)	3 credits
Science (Biology, Chemistry, Physics)	3 credits
World Languages (in sequence)	3 credits
Fine or Performing Arts	1 credit
Computer Literacy.....	½ credit
Health	½ credit
Electives	1 credit

* Will be updated in the fall of 2022

TRANSFER OF CREDITS

Students who enter the Upper School by transferring from another school may request that coursework completed at their previous school be accepted as fulfilling the graduation requirements outlined above. Those requests will be evaluated on a case-by-case basis, and will typically be granted when the transfer course is the equivalent of the MPH course it replaces. Courses taken in Middle School (grades 6-8) will not be accepted, even if they are equivalent.

CORE COURSES

Every student in the Upper School must be enrolled in five “core courses” every semester. A core course is defined as a course that (1) has a system of formal assessments; (2) is graded, not pass-fail; (3) has significant homework or work completed outside of class ("significant" is defined as time approaching equivalency to classroom time); and (4) meets 80 minutes three times a cycle.

ADDING / DROPPING COURSES

At the beginning of each semester, the date of the add/drop deadline for that semester will be announced. Approximately three weeks after the beginning of the semester, this deadline is the last day to add a

course, or to drop a course without the withdrawal noted on the student's transcript. A student may add or drop a course before the add/drop deadline without penalty, as long as each student is always enrolled in at least five core courses. After the add/drop deadline, students may not add a course. It is irregular for a student to drop a course after the add/drop deadline, but such a late drop can be allowed, under these circumstances: (1) A student must be enrolled in five core courses in addition to the course the student wishes to drop. (2) A student dropping a course after the add/drop deadline will have the course listed on the transcript with the designation "W-P" (indicating "withdrawal while passing") or "W-F" (indicating "withdrawal while failing"). (3) A senior dropping a course must obtain approval from the College Counseling office, and notify any colleges to which s/he has applied or been admitted.

INDEPENDENT STUDY

A student in the Upper School may apply to take a course as an Independent Study if the subject matter is not taught in another course that is already offered at MPH. Students may not take an Independent Study for an existing course as a way to work around a scheduling conflict (with one exception: see Independent Study for Advancement in Math). An independent study must have the approval of an MPH teacher, who is listed as the course's instructor, the chair of the relevant department, and the head of Upper School. Ordinarily, instruction in this course does not take place during the regular school day, though the schedule is up to the teacher. In order to earn credit equivalent to a regularly offered MPH course, the student must propose and maintain a schedule of class work and homework equivalent to what would be completed in a regularly scheduled MPH course. Partial credit can be awarded for classes that meet for less time and involve less homework. The credit awarded must be arranged ahead of time and approved by the teacher, and cannot be changed once the semester has begun.

INDEPENDENT STUDY FOR ADVANCEMENT IN MATH

A student who wishes to advance in math may take an additional course concurrently with his/her regular, scheduled course. The completion of this course may extend into the summer, as an independent study. An independent study for advancement in Math must have the approval of an MPH math teacher, who is listed as the course instructor, the chair of the math department, and head of Upper School. The course taken for advancement is listed on the student's transcript, but awarded credit is listed as 0.0. This course must be taken to advance in math, and may not be the student's terminal math course. The course may be taken for a grade or as a pass/fail option; this choice must be made before the course begins, and be approved by the instructor and the math department chair. In order for the student to advance to the next level of math, the student must pass the final exam with a grade of B or better.

WORLD LANGUAGE REQUIREMENTS & INDEPENDENT STUDY

Every student must take three years of a world language, and complete one language to Level III, in the Upper School.

Students may apply to take a class in the world language department on a Pass/Fail basis for the terminal year of the departmental requirement. Approval is required by the student's parent, the current language teacher, the next year's language teacher, the department chair and the head of Upper School.

Students in world language courses must earn a C or better to be recommended by the teacher of the course to advance to the next level. A teacher may require that a student do additional work in that

language during the summer to advance. Students who do not complete the necessary summer work will be required to repeat the level.

A student who wishes to accelerate in a world language may complete a course in the summer as an independent study. An independent study for advancement in world language must have the recommendation of their current world language teacher, and the approval of the chair of the world languages department and the head of Upper School. The course taken for advancement is listed on the student's transcript, but awarded credit is listed as 0.0. That is, this course can only be taken to accelerate in a world language, and may not be the student's terminal world language course, or count toward completing the world languages departmental requirement of three credits. In order for the student to advance to the next level of that world language, the student must pass the final exam with a grade of B or better and complete an oral interview with the teacher of the class prior to the start of the school year.

A student who is new to MPH is required to complete a world language placement exam, administered by a world language teacher at the school. Students who place into Level IV or above will also be required to complete an oral interview with the teacher of the class prior to the start of school.

HOMWORK & STUDY HABITS

Homework is an integral part of school life. When absent from school, students should check their academic subject teacher's blog/website for updated material. It is expected that students will check with their teachers about homework and missed class assignments immediately upon returning to school. Upper School parents requesting homework for an absent student should contact the class teacher or the Upper School Office.

ASSESSMENT

In the Lower School students are given The Developmental Reading Assessment (DRA2). The DRA2 helps teachers identify the student's reading level, monitor growth and develop instructional objectives.

In the lower elementary grades other content area assessments are more informal and occur within the context of a lesson.

As students approach upper elementary grades teachers incorporate more formal math and science assessments to monitor progress and help students learn study skills that will support them in middle school.

In the Middle and Upper School, both formal and informal assessments take place.

Formal assessments are tailored to the needs of a particular course and are designed to help students demonstrate critical thinking and deep understanding of the topics taught. In-class assessments are at the discretion of the teacher and may include written essays, formal tests or quizzes, projects, performances, debates, etc. Teachers will ensure that students understand how each assessment is graded, and that they are handed back in a timely manner.

Informal assessments include student preparedness, participation in class, class work, listening to a student read, etc.

STANDARDIZED TESTS

MPH uses the ACT suite of tests (ASPIRE) to help students measure how they perform on “best in industry” tests that are nationally normed. These exams test students in a variety of subjects they study at MPH. MPH administers the ASPIRE in Grade 8 and in Grade 10.

MPH recommends the following testing regimen for our students as they prepare to apply to college:

- PSAT Optionally in grade 10 / required in grade 11
- ACT at least one administration by end of grade 11 and again in grade 12 if needed
- SAT at least one administration by end of grade 11 and again in grade 12 if needed
- SAT II Subject Tests-(offered in a variety of subjects) never required but may be taken optionally in early June at the conclusion of the appropriate MPH course

GRADES & HONORS

Grades are as follows:

A - Superior

B - Above average

C - Average

D - Passing

F – Failure

Some Upper School courses may be designated pass/fail.

When teachers need to change number grades into letter grades, this scale is used:

For grades ending in a 3, 4, 5, or 6, no qualifier is added to the letter grade; for grades ending in a 7, 8, or 9, the qualifier “+” is added

(e. g., an 87, 88, or 89 will be designated “B+”); For grades ending in a 0, 1 or 2, the qualifier “-” is added (e. g., an 80, 81 or 82 will be designated “B-”).

Students receive grades four marking periods a year plus a final set of year-end grades.

Teachers may record daily progress numerically, but percentages are transposed to letter grades on the report card. The highest possible grade is A+ (100); the minimum passing grade is D- (60).

If students have questions about grades, they should speak first to their teacher. If students feel they would still like to talk to someone else, they should see their advisor, the School Counselor, or the appropriate Division Head.

Students who meet the following requirements are placed on the Honor Roll each marking period:

Summa Cum Laude – A GPA of 4.0 and above

Magna Cum Laude – A GPA of 3.7 and above

Cum Laude – A GPA of 3.3 and above

"Incompletes" make a student ineligible for the Honor Roll until the incomplete has been resolved.

INCOMPLETES

An “incomplete” is given by a teacher only when unusual circumstances, such as illness, prevent students from completing their work during a specific marking period. Students have three weeks from the end of the marking period to finish incomplete work (July 1st for the last marking period). Until the incomplete is resolved, a student who would otherwise have free blocks may be assigned to study halls. After three weeks, any unresolved incomplete work will receive the grade F.

ACADEMIC PROBATION

A student who has a poor academic performance may be placed upon Academic Probation for the following year. A student placed on Academic Probation is warned that his/her academic performance must improve in order to stay enrolled at MPH. Students on Academic Probation will receive mid-term comments in every quarter. They may be placed in study halls. Participation in athletics, performing arts, or other extracurricular activities may be suspended during an Academic Probation.

RESOLUTION OF COURSE FAILURE

A student who fails a course must resolve the failure by taking the course again and earning a passing grade. The best way to do this is to retake the same course the following year at MPH. However, a student may apply to resolve an F by taking a similar course at a local college, ideally during the summer. Approval of the Chair of the relevant department and the Head of Upper School is required for the course’s grade to count as a resolution; if the course is not approved, MPH may insist that the course taken to resolve the F be a course offered at MPH. (A one-semester college course is equivalent to a yearlong course at MPH.) The student must submit an official transcript at the beginning of the next semester, which will be attached to their MPH transcript. Any student with a course failure in one year will be on academic probation the following academic year. All courses taken at MPH will have their grades included for the purpose of calculating grade point averages. Grades earned at other institutions are not included when calculating grade point averages at MPH.

REPORT CARDS

For all divisions, MPH operates on a semester calendar. Quarterly report cards are available online through the MPH homepage (www.mphschool.org) in the “My MPH” tab at NetClassroom. Parents will need an ID and Password to access the report cards. If assistance is needed, please contact the Assistant to the Division Heads. Students who have a C- or below will also receive a mid-quarter report.

TRANSCRIPTS

A student transcript is a historical record of the courses a student has taken during his/her time at MPH. All courses taken are listed in the transcript, with the final grades (but not quarterly grades) earned,

including if the grade is an F. The only exception made is if a student drops a course, filling out the proper paperwork, before the deadline for adding and dropping classes, in which case the course does not appear on the transcript.

Occasionally, MPH students will take courses at other institutions, for example a local college, during their high school years. This will happen either because a student has applied to be allowed to take a course as an Independent Study during the school year (when that course is not offered at MPH), or because a student has decided through individual initiative to take a college course during the summer.

A course taken through a student's individual initiative, but not through an official Independent Study, will not have its title or grade appear on the MPH transcript, but a transcript or grade report from the institution where the class was taken will be attached to the student's file at MPH.

COLLEGE COUNSELING

MPH is a college preparatory school, and as such MPH emphasizes providing students with thorough and careful assistance navigating the college search. The College Counseling Office will help make the application process less mysterious and stressful by helping students find the colleges or universities that best suit their goals and abilities.

The director of college counseling begins presentations to students beginning in eighth grade and provides more detailed information about the college admission process, as appropriate, each year in high school.

The formal MPH college counseling process begins in January of the junior year when students and parents activate the college search features of Naviance. Naviance is a web-based software program MPH utilizes to take advantage of the latest online research and electronic application submission tools. Students and parents then complete extensive college search surveys in advance of their initial college counseling meeting in the spring of junior year. Initial meetings include discussion of survey results, junior year academic performance and testing schedule, and course selection for senior year. Also discussed are: PSAT and ASPIRE scores, potential college majors, and an appropriate list of colleges to research and potentially visit. Prior to the beginning of senior year, all students attend back to school college counseling workshops to appropriately advance the search and application process. Each senior will meet individually with their college counselor in the first two months of fall term to discuss progress of the application process and to receive counsel on an appropriate list of “apply to” colleges. Counselors and teachers provide seniors with support in writing essays for college applications. Counselors carefully monitor student’s progress through the successful resolution of the application process.

The college counseling office is located in the Farm House. This is where students can research information on various colleges. In addition, representatives of many colleges visit the MPH campus and will meet with students in this location. Seniors and juniors are encouraged to meet with representatives when they visit. The director of college counseling urges students to use the input of teachers in their college planning.

STUDENT LIFE

ADVISORS

Each Upper School and Middle School MPH student is assigned an advisor. The advisor is a faculty member who supports their advisees by connecting with them on a personal basis, communicating the school's expectations, tracking their progress, and helping them set goals. Ultimately, advisors help their advisees transition from adolescence into adulthood.

Advisors are their advisees' primary in-school advocates in the case of a disagreement with a faculty member or an administrator. They are also the parents' first line of communication with the school. Parents and advisors meet during the student-led conferences in the Upper School and the parent-student conferences in the Middle School.

Each class also has a team leader who communicates school expectations to individual classes, organizes class meetings, class trips, and occasional parent conferences. Teachers report to team leaders during weekly team meetings. Team leaders report directly to the division heads on the progress and wellbeing of each class.

LOCKERS

Student lockers are school property. Every Middle and Upper School student is assigned a locker in Amos, McNeil, Mezzalingua, or the boys' locker room corridor. These are provided to store textbooks and other supplies so that students do not carry all their books with them from class to class. These lockers are not supplied with locks, but students are strongly encouraged to lock them with padlocks, especially at the end of the school day. Name labels on lockers must remain intact and free of graffiti.

Students in Grades 6 through 8 are also assigned an athletic locker. Upper School students will be assigned an athletic locker during their sport season if they request one. These lockers are supplied with padlocks and are to be used for students to store wallets or other items of value during sports practice. The School cannot take responsibility for valuable items, and students are cautioned to be sure of the security of these items.

No defacement of lockers, including markers, stickers, etc., inside or out is allowed. To maintain school safety and security, the School reserves the right to search student lockers. The Head of School or his/her agent may exercise the right to perform unannounced searches of student lockers at any time.

All lockers must be cleaned out over all week-long breaks and must be emptied at the end of the year.

TEXTBOOKS

Textbooks are provided by the school. Hardcover textbooks are usually loaned, and softcover books, which belong to students, are dispensed for a fee. In any case, students are expected to take good care of their books.

STUDENT CENTER

All students may use the Phoenix Student Center but only Upper School students may use the McNeil student lounge during unassigned periods. The student center privilege depends upon students' maintaining a clean and orderly area. Ball playing is prohibited. Music is allowed, but students are asked to be considerate of classes and offices in the building. The McNeil student lounge is closed during tutorial except for seniors who have signed out of their tutorial.

LUNCH AND SNACK

A snack is provided each morning during the Community Time block. Cereal, fruit, juice, and yogurt are among the choices available.

Numerous options are available for lunch, including a complete salad bar and vegetarian offerings. Daily entrees offer nutritionally well-balanced choices. Soups, assorted sandwiches, and fruit are available each day. The complete menu is posted on the school website. Students may bring lunch from home only for religious or health-related reasons and with the approval of the division head.

All MPH students, with the exception of seniors and those with special permission, must attend their lunch period. Students are expected to share in the camaraderie of the meal, eating together, talking with others at the table and then helping to clean and re-set the tables at the end of lunch.

LIBRARY

The library is an academic and social center for the school. The library provides access to print and digital resources including over 10,000 print volumes, magazines, online databases, online catalog, laptops, digital projectors and cameras. Regularly scheduled classes are held in the library to introduce students to research skills, technology tools, and reading guidance for literature related to the curriculum. Students may use the computers in the library for research, and laser printing is available.

Middle and Upper School students can visit the library during tutorials, study halls and free periods. Students are encouraged to visit for recreational reading as well as research. The librarian is available to help with assignments and locate materials for academic or personal interest. The library is open before and after school most days. For after-hours research assistance, or to make a personal appointment with the librarian, call ext. 154, or email the librarian.

CAMPUS SHOP*

The MPH Campus Shop is located in the Phoenix Student Center and is open daily from 9:30 a.m. to 3:30 p.m. It stocks an array of school supplies, physical education clothing, and MPH monogrammed items. The shop also sells lunch items, snacks and drinks, which are available to Upper School students, Middle School students and 5th graders. Lower School students may not purchase food items. All Lower School students must have permission from their parents or guardians and teachers if they want to go to the Campus Shop. Middle School students may not purchase food from the Campus Shop during lunch.

Purchases are made on a cash basis or student accounts may be established and used to purchase any non-food items. The usual amount deposited to set up an account is \$20 - \$30. Account balances carry over

into the next school year unless parents or guardians request refunds. Upper School students are responsible for maintaining their own accounts. All food items are purchased on a cash basis only.

The shop is staffed by Parents' Association volunteers. New volunteers are always welcome. Profits from the shop are donated back to MPH to benefit students.

* Will be updated in the fall of 2022

TRANSPORTATION & BUS

Parents are responsible for their child's transportation to and from MPH. Public school districts offer free busing if the trip does not exceed 15 miles each way, and provided they receive a bus request by April 1 for the following school year. Every family must also complete an MPH Transportation Form and a subsequent Request for Busing form at the time of reenrollment (or new enrollment) so the School knows if a child is requesting bus transportation for the coming year. Families with questions or concerns about bus transportation should contact the Office of Admissions.

Teachers supervise afternoon pick-up. No food or drink is allowed in the bus pick-up area or on a bus. Students are expected to behave courteously on public school buses and abide by the rules. Bus drivers notify MPH when an MPH student behaves inappropriately on a bus; parents are then contacted by the child's division head.

NOTE: Students going to a friend's house after school cannot take a public school bus (or an MPH shuttle) different from their regularly assigned bus. Car pick-up must be arranged.

Occasionally, MPH may be open when public schools are not in session; school districts may or may not provide transportation in that instance. Parents should call their home district's transportation office to learn its policy.

We suggest, as a courtesy, that MPH students riding a bus with only a few riders from their home district notify their district transportation office when they will not be riding on the bus. This is especially important during sports seasons. Some buses serve very small numbers of students and may not have to make the run at all if no students are riding on a given day.

MORNING DROP-OFF

Many parents drive their children to school. Parent cars and school buses all converge on campus within a half hour of the start of school, making drop-off a busy and potentially dangerous time. All three driveways on campus are used for drop-off. For the safety of all students, adherence to campus driving rules and the following drop-off procedures is essential.

To drop off children in PreKindergarten and Kindergarten: Use the first driveway (nearest the Center for Early Learning) for the drop-off ONLY of PreKindergarten and Kindergarten students arriving at 8:00 a.m. or later. Parents are asked to stay to the left of the driveway and allow children to exit their car only from the left side so they do not risk exiting into moving traffic in the right lane. After dropping off your child, you may turn only left from the driveway and exit campus.

To drop off Middle and Upper School students: Use the second (middle) driveway for quick drop-offs. Students are to walk on the designated crosswalk to their classroom buildings. Parents should proceed forward along the full length of the driveway so that many cars may exit students at the same time. Please

wait for cars in front of you to exit in a continuous line, turning left at the end of the driveway. Do not pass a vehicle in front of you. If your child has big projects or materials to carry inside, follow the farthest driveway. Stay in line and continue slowly past the Phoenix to the McNeil entrance. If you must exit the car to assist in delivering materials, please find a parking place on campus or in one of the church parking lots across the street.

To drop off students in Grades 1-5: Staying to the right, follow the farthest driveway to the Phoenix entry, which is where most buses deliver their passengers. Cars may stay in line with the buses. Proceed forward to the farthest drop-off point (one car length in front of, but not on, the crosswalk) so that several cars can exit students simultaneously. Do not pass any other vehicle. If you must accompany your child into a building, you must park your car on campus or across the street in a church lot.

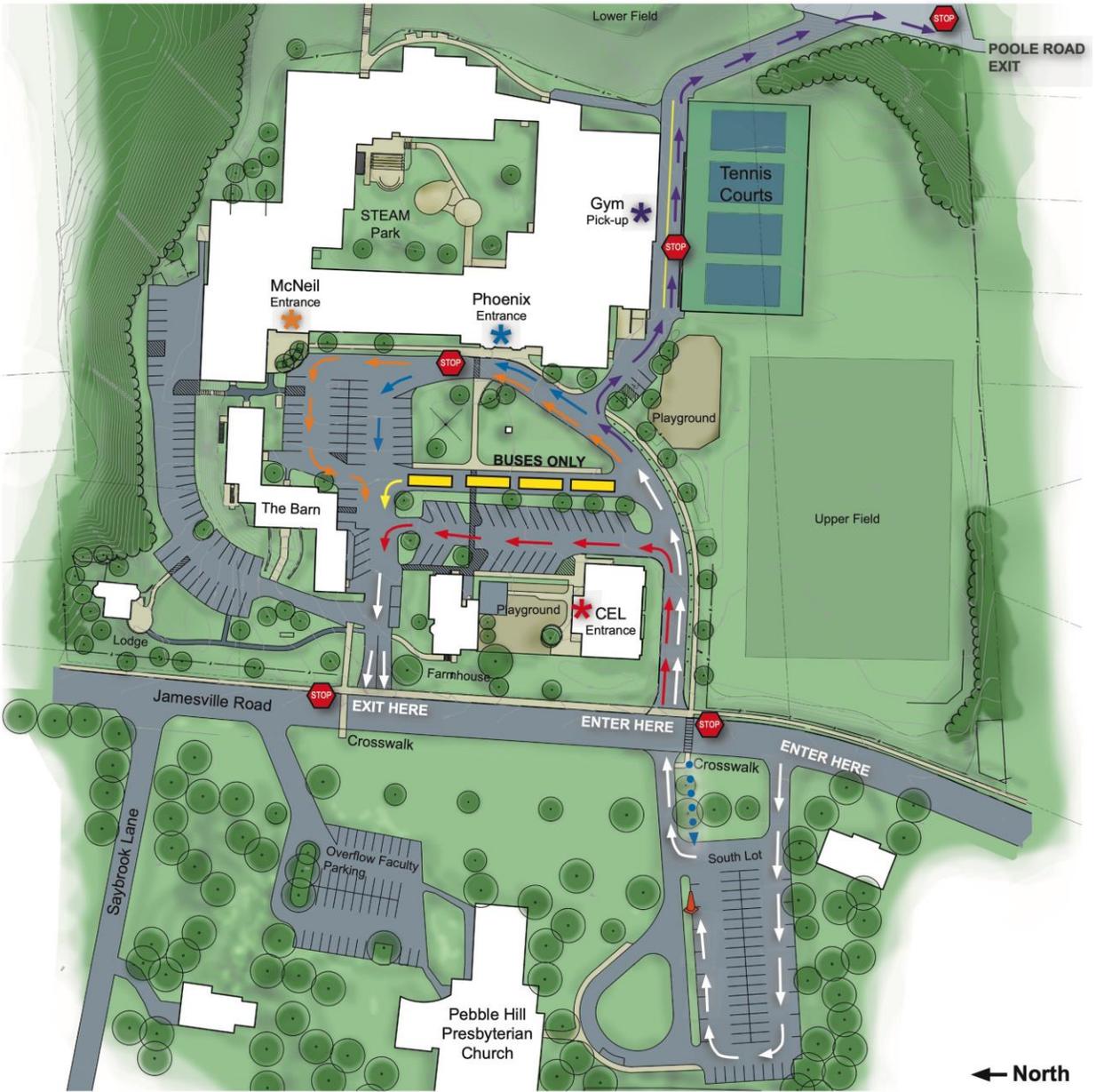
AFTER-SCHOOL PICK-UP

No vehicles other than school buses may enter or depart the MPH campus between 2:45 and 3:15 p.m.

Students who ride buses board their buses in front of the Phoenix Student Center or along the middle driveway. Lower School students who are picked up by private cars are dismissed from their classrooms after the buses leave campus at approximately 3:15 p.m.

Private cars arriving before 3:30 p.m. to pick students up from school should form two lines in the south (junior student) parking lot of Pebble Hill Church across the street. (See diagram in next section). Cars should join the shortest line and, when permitted by the crossing guard to begin leaving the parking lot to cross Jamesville Road, should alternate the departure of one car at a time from one and then the other line. The crossing guard will direct cars to drive onto campus only after the buses have departed, usually not before 3:15 p.m.

All students must be picked up by 3:30 p.m. Students not picked-up by that time will be taken to the Grace R. Kniesner Extended Day Program (PK-Grade 5) in the Center for Early Learning or to the Middle School After-Hours Program (Grades 6-8) in the Farmhouse Classroom. Students waiting there longer than 15 minutes will be charged the drop-in fee for supervised coverage unless already contracted for these services.



MPH Vehicular Departure Patterns

KEY

- | | | | |
|--|---------------------------------------|--|--|
| | Phoenix Pick-up Lane: Upper School | | Phoenix Pick-up: Upper School Students ONLY |
| | McNeil Pick-up Lane: Middle School | | McNeil Pick-up: Middle School & Upper School Sibling |
| | Gym Pick-up Lane: Lower School | | Gym Pick-up: Lower School & Middle or Upper School Sibling |
| | Bus Lane ONLY | | CEL Pick-up: Pre-kindergarten ONLY |
| | CEL Pick-up Lane: Pre-kindergarten | | Traffic attendant here |
| | Neutral Pick-up Lane: K-12 Students | | Traffic Cone: Wait for attendant |
| | Pedestrian Route to South Parking Lot | | |

DRIVING ON CAMPUS

The safety of our students is our utmost concern and drivers are expected to adhere to these important campus safety rules:

1. At no time may a car anywhere on campus be left running while unattended.
2. Drivers who wish to go into the school must park in on campus or in one of the church parking lots across the street.
3. The speed limit on campus is 5 mph.
4. Parking is not permitted along any driveway between 7 a.m. and 5 p.m. on school days. Driveways must remain open for emergency vehicles.
5. Passing of another vehicle, whether moving or stopped, is **never** allowed.
6. The parking spaces in front of the playground are reserved and not available for parents. The handicapped space in that location should not be used during morning drop-off time unless the driver will remain on campus until 8:30 a.m. It is unsafe to back up while children are being dropped off at school.
7. No vehicles other than school buses may enter or depart the MPH campus between 2:45 and 3:15 p.m.
8. Drivers are to comply with directions of school employees who are directing traffic.

STUDENT DRIVING & PARKING

Students who are licensed drivers and wish to drive to school must complete a “Driving Permission” form and submit it to the dean’s office. Students may not drive or park on campus before 5:00 p.m. Students must observe all campus driving rules and exercise extreme caution. Pedestrians are always to be given the right of way! **The speed limit on campus is 5 miles per hour.**

All students who drive to school may park in the south lot of Pebble Hill Presbyterian Church, across from the campus entrance. Those using the lot will abide by the following:

- one space per car
- refrain from parking in spaces restricted for the Church’s use
- no parking on the grass at any time and for any reason
- no parking in the circle in front of the south entrance
- respect the Church’s purpose, property, personnel, members, and guests.
- smoking, littering, and loitering are all prohibited

Students may not go to their cars during the school day without permission from the dean of students or the head of Upper School.

PARKING AT PEBBLE HILL PRESBYTERIAN CHURCH

Parents visiting MPH during the school day may park in any unrestricted parking spot on campus. If a space is not available on campus, you may park in one of the parking lots of Pebble Hill Presbyterian Church across the street.

When parking at the church, you may park only in lined parking spaces and not along the driveways; driving lanes must be kept clear. Parking or driving on the church lawns is not permitted. Improperly parked vehicles may be towed at the owner's expense and/or banned from further parking in church lots.

CAMPUS BOUNDARIES & NATURE TRAIL

The Campus boundaries are the fence along Jamesville Road, the Farmhouse and the Center for Early Learning to the west, the upper soccer field to the south, The Poole Road parking lot and Nature Trail to the east, and the Nature Trail and the Alumni Lodge to the north.

The Nature Trail is open all year for all members of the MPH community. Upper School students who have a Free Block may use it freely as long as they stay on the trail. All other students may not use the Nature Trail without faculty supervision.

Students are not allowed off campus without permission.

SENIOR OFF-CAMPUS PRIVILEGE

Seniors in good academic and behavioral standing may receive off-campus privilege. Off-campus privilege allows seniors to leave campus during the school day when they have no school obligations to fulfill. All classes, tutorial, advisories, class meetings, school assemblies, club meetings, and appointments with faculty and administrators are considered school obligations.

Students are required to submit a permission form to the Dean's Office before they are permitted to exercise their off-campus privilege.

Students are required to sign in at the front desk when they arrive on campus after 8:10 a.m., and to sign out when they leave before 3:05 p.m.

If a student does not abide by these rules, off-campus privileges will be revoked and disciplinary consequences may result.

LOST AND FOUND

Students looking for lost items should check in the "lost and found" box, located in the Art Center hallway. The maintenance staff places books, clothing, and other items in the box daily. All unclaimed items are donated at the end of each quarter.

Check with the receptionist for eyeglasses, jewelry, electronics, and other valuable items.

STUDENT HEALTH SERVICES

HEALTH OFFICE

The Health Office is open during regular school hours, 7:45 A.M. to 3:45 P.M. with a Registered Nurse on duty.

When your child is ill at school: Students are dismissed by their teacher to the Health Office. Students should not call or text a parent to pick them up before visiting the Health Office. Sick children who will be leaving school must visit the Health Office to be signed out by a parent or guardian. Based on their symptoms, they may be asked to wear a mask while awaiting pickup.

If your child exhibits symptoms of COVID-19 while at school, you will be asked to pick up your child immediately. We have the ability to complete diagnostic COVID-19 testing and will offer to complete this before your child departs. Please fill out this consent for so we have it on file. Please also update your emergency contact information with several local family members, caregivers, or trusted neighbors who would be able to pick up your child if you are not available to do so

Other determinants for pick up will be made on an individual basis by the School Nurse.

When a child has a medical event or is injured at school: In Lower School, the parent or guardian may be informed of minor injuries, such as scrapes and bruises, by the teacher or the nurse. Middle and Upper school students typically inform a parent. The nurse will report an injury or symptoms if there is a pattern noted or other concerns. For moderate injuries that require medical treatment outside the scope of the Health Office, or prevent learning for the remainder of the day, the parent or guardian will be called to pick up the child. The parent will decide to seek further medical attention (or not). In the event of a medical emergency or severe injury; Emergency Medical Services (EMS) will be called immediately, and the parent will be notified as soon as possible. If a student sustains any impact to the head they will be assessed for concussion symptoms (see [MPH Concussion Protocol](#)). If the child has no concussion symptoms, the parent will be notified by email before the end of the school day. If the child has symptoms, the parent will be contacted by phone immediately. Any loss of consciousness, regardless of the cause, will result in a call for EMS. [The Concussion Assessment Tool can be seen here.](#)

When a student leaves campus due to illness or injury, the student will be escorted out of the Phoenix by a member of the MPH staff, to the person designated as the pickup person when the parent or guardian is notified of the reason for pick up.

When your child is ill at home: If your child will be absent from school, please notify the Attendance Officer as soon as possible by emailing attendance@mphschool.org. Notify HealthandSafety@mphschool.org immediately if you/your child tests positive for COVID-19 or are awaiting test results.

As per [MPH's Health and Safety Guidelines 2022-2023](#), students and staff should not come to campus if they are ill. By you/your child arriving on campus, you are verifying that you/your child: Has no symptoms of contagious illness, to include:

- Headache
- Sore throat

- Runny nose
- Cough
- Shortness of breath
- Fatigue
- Muscle or body aches
- Nausea, vomiting, or diarrhea
- New loss of taste or smell
- Does not have a temperature above 100 degrees Fahrenheit
- Has taken no medicine to reduce a fever in the past 24 hours
- Has not tested positive for COVID-19 any time in the past 5 days
- Is not awaiting results of a diagnostic test for COVID-19

Students may not return to school until they have a negative diagnostic test for COVID and are fever free for 24 hours, without fever reducing medication. For gastrointestinal illnesses, please do not send your child to school until they have a negative diagnostic test for COVID and have not vomited or had diarrhea for 24 hours. Your Child's Health Care Provider may also write a letter that states they were evaluated and includes the diagnosis of a non-COVID illness. Conjunctivitis has many causes, and your health care provider will determine, based on the type, when your child may return to school. Please feel free to call the Health Office with any questions.

HEALTH RECORD

Physicals: New York State laws requires a current physical be on file for all new students and those entering PK, K, 1, 3, 5, 7, 9, and 11 for the school year. [Please see the chart here.](#) To be current, the physical must be dated no more than one year prior to the start of school or the date your child enters school. Physicals must be submitted to the Health Office within 30 days of the start of school, or must be in progress (the Health Office must be notified of an appointment scheduled for the physical). Parents who do not deliver the required documentation will be notified by email of the missing (or out of date) physical during the first weeks of school.

Sports: In order for your child to participating in a sport, a current physical must be on file in the Health Office. The physical must be dated no more than 12 months prior to the start of practice for that sport. Once online registration is completed by the parent, the nurse must accept the registration in order for your child to be allowed to participate. Parents will be notified, by email, that their child's physical is not current. The student will not be allowed to participate until a current physical is submitted to the Health Office.

Immunizations: New York State law requires immunization records be on file in the Health Office. There are specific immunization requirements for students, as put forth by NYS. [Please see this chart.](#) Required immunizations must be completed and on file within 14 days of the start of school, 30 days for International Students, or those who recently moved to NY. Any student who does not have the

required documentation, on file in the Health Office, by the end of the two week period, will not be permitted to attend school until documentation of all the required immunizations are on file. In addition to excluding the child, the school is required to submit the parent's contact information to the Department of Health. MPH faces significant fines for allowing students who are not fully vaccinated to attend school.

Exemptions: The NYS Department of Health allows only for medical vaccination exemptions. Current documentation from the child's Health Care Provider is required for a medical exemption. If you are seeking a medical exemption, please contact the Health Office.

MEDICATIONS AT SCHOOL

Medication Orders: New York State law requires a written order from a NYS licensed prescriber and parent permission in order to dispense any medication. This includes rescue (epi pens, inhalers, etc.) stock, over the counter, prescription, holistic, and herbal medications. The School Nurse will not administer any medications without a written order on file. [Medication Permission Forms](#) are required for dispensing any stock medications. This must be completed by a health care provider and signed by the parent or guardian. The Medication Permission Form is found under Health Office forms, on the MPH website. Parents must bring medications to school in its original container with the student's name, accompanied with the appropriate order from a physician. Students should not have any medications in their possession, except for rescue medications (inhalers, epi pens). Rescue medications may be carried by a student only with written documentation from a health provider indicating the student is safe to self-carry. All medical orders are valid for one year, or the school year if it is written that way. New medical orders and new medication permission forms will be required at the start of every school year.

Chronic Illnesses and Allergies; Students with health concerns such as: food allergies, insect sting allergies, asthma, seizure disorders, or diabetes must provide an Emergency Care Plan (ECP) specific to that student which is kept on file in the Health Office. The ECP provides orders for the nurse to care for your child in the event of an emergency. Your health care provider may provide his/her own form or you may print out the [sample ECP form](#) found on the MPH website under health forms.

Sunscreen; It is recommended that sunscreen be applied before your child leaves for school. Sunscreen may be carried in backpacks or sent in with the student for the teacher to re-apply; the bottle must be clearly marked with the student's name. Sunscreen may not be shared between students due to potential allergies.

STUDENT SUPPORT SERVICES

ACADEMIC SUPPORT

The Academic Support Office at Manlius Pebble Hill School seeks to help all students reach their full academic potential and to become independent learners. The Academic Support Office provides services to students, faculty, and parents through consultation, intervention, education, and collaboration.

ACCOMMODATIONS

The Academic Support Office works with faculty, psychologists, and parents to interpret assessments and evaluations and plan effective instruction and accommodations targeted at individual student's needs. Through collaboration with faculty and parents, strategies are developed for students to compensate for learning challenges. Direct support includes not only strategy instruction, but also helps students develop self-awareness, self-acceptance, and the opportunity to be able to self-advocate. The Academic Support Office also can help students with study and organizational skills including:

- Establishing and managing an effective study environment
- Organizing school materials
- Test-taking skills
- Note-taking
- Understanding difficult reading materials
- Self monitoring of executive functioning skills

TESTING ACCOMMODATIONS IN MIDDLE AND UPPER SCHOOL

The right of students at MPH with disabilities to appropriate test access and accommodations is guaranteed under an IEP or a 504 Plan by the following federal laws and regulations:

- Individuals with Disabilities Education Act (IDEA) including the Individuals with Disabilities Education Improvement Act of 2004
- Section 504 of the Rehabilitation Act of 1973; and
- Americans with Disabilities Act (ADA) of 1990.

MPH students may seek testing accommodations in three ways:

I. Testing accommodations can be provided by an IEP through the Jamesville DeWitt School District. An IEP (Individualized Educational Program) is a plan developed by the JD Committee on Special Education to ensure that a student who has a disability identified under the law and is attending an elementary, middle or high school receives specialized instruction, testing accommodations, and related services. A student may have an IEP and utilize testing accommodations, but decline actual J-D support services.

II. Testing accommodations can be provided by a 504 Plan through a student's home district

(Cazenovia, ESM, FM, etc.). A 504 Plan is a plan developed to ensure that a student who has a disability identified under the law and is attending an elementary, middle or high school receives accommodations (including testing accommodations) that will ensure his/her academic success and access to the learning environment.

III. Testing accommodations can be provided by MPH after parents submit an appropriate neuropsychological report. Parents of MPH students may seek a private evaluation from a psychologist or neuropsychologist outside of the public school system. The confidential evaluation and subsequent report will provide a comprehensive learning profile of the student, and recommend whether a student's level of academic performance and related developmental needs require special education services and testing accommodations. Neuropsychological evaluations should be updated every three years.

PURPOSE OF TESTING ACCOMMODATION

The purpose of testing accommodations is to enable students with disabilities to participate in assessments on an equal basis with their peers. Testing accommodations at MPH provide an opportunity for students with disabilities to demonstrate mastery of skills and attainment of knowledge without being limited or unfairly restricted due to the effects of a disability. Testing accommodations at MPH should not be excessive and should alter the standard administration of the test to the least extent possible.

DESCRIPTION OF TESTING ACCOMMODATION

Testing accommodations are changes made in the administration of the test. These changes are made in order to remove obstacles to the test-taking process that are presented by the disability without changing the teacher's ability to measure the student's mastery or attainment of knowledge being tested.

The testing accommodations most frequently provided at Manlius Pebble Hill are:

- flexibility in scheduling or timing of tests;
- flexibility in the setting used for the administration of tests;
- changes in the method of presentation of the test; and
- changes in the method of response to the test.

Testing accommodations at Manlius Pebble Hill are neither intended nor permitted to:

- alter the test's measurements of the mastery of skills or attainment of knowledge;
- give a false picture of a student's mastery or attainment;
- provide an unfair advantage for students with disabilities over students taking tests under standardized conditions.

REQUESTS FOR TESTING ACCOMMODATION AT MPH

Requests for testing accommodations at Manlius Pebble Hill do not necessarily have to be processed through the public school system. Requests for testing accommodations will be reviewed annually by an MPH Committee that includes, but is not limited to: Head of School, appropriate Division Head, Director of Academic Support, and representatives from Academic Council. All test accommodations will be based on documentation such as an IEP, a 504 Plan, or a neuropsychological evaluation.

Testing modifications are different from testing accommodations.

Test modifications at Manlius Pebble Hill are highly irregular, and requests for modifications are evaluated on a case-by-case basis by an MPH committee. Modifications are changes made to an assessment that alters a teacher's ability to measure a student's mastery of skills or attainment of knowledge, or provisions of certain adaptive technologies that affect a teacher's ability to measure the mastery and attainment of knowledge being tested.

Examples of testing modifications that affect the construct of the test include:

- simplification or explanation of test questions;
- reading aloud of items designed to test the student's reading skills;
- use of spell and/or grammar-checking devices;
- use of a calculator on a test of the student's computational skills.

Documentation for testing accommodations must be **submitted annually** to the Academic Support Office. The documentation provided must show sufficient evidence that a student's diagnosed disability leads to a functional impairment that would support the need for the requested accommodations. A medical note is not sufficient and cannot serve as a substitute for the comprehensive testing. Documentation and testing should adhere to best clinical practices.

Documentation for test accommodations should include:

- a history, the nature and severity of symptoms;
- summary of assessment procedures and evaluation instruments used to make the diagnosis;
- a narrative summary of the evaluation results, treatment and medication (past and current);
- a rationale for accommodations requested. A qualitative description of how a student's disability impacts his/her academic functioning should be included.

For *psychiatric disabilities*, an evaluation update should be done within 12 months of the request for accommodations, describing the current manifestation of the disability and the effect that it has on the student's academic functioning and ability to participate in test.

OUTSIDE TESTING / EVALUATION

The Academic Support Office staff can assist parents in making referrals to the Jamesville DeWitt School District for educational evaluations and/or referrals for more extensive psycho-educational evaluations with private testers in and outside of Central New York. The Academic Support Office helps parents coordinate the process, from the referral through the testing process and communication of the results, as well as the coordination of ongoing support, including requesting accommodations for college entrance exams. The Academic Support Office staff works with Public School Special Education Committees to develop appropriate accommodation plans (IEPs/504 plans) for MPH students.

TUTORING

At Manlius Pebble Hill, the Academic Support Office can help connect families with outside tutors who best meet their child's needs. The network consists of a select group of professionals with a range of expertise and includes subject tutors, tutors who specialize in standardized test prep, and educational specialists who are trained to work with students who have learning differences.

MENTAL HEALTH COUNSELING

The Counseling Office at Manlius Pebble Hill is dedicated to providing students with the attention, support and guidance they need to grow and succeed intellectually, personally, and socially.

Students may sometimes struggle with a problem or situation they just can't work through alone. In those cases, talking things over with a counselor can often be of enormous help.

A student might want, for example, to talk with the counselor about:

- Peer relationships
- Social or personal conflict
- A change in the family structure
- A life transition or change

The Counseling Office provides services to students, teachers, and parents through consultation, intervention, education, and collaboration.

CONFIDENTIALITY

The counseling relationship depends on an atmosphere of trust between the student and the counselor. Students are told that information shared with the School Counselor will remain confidential – with the exception of issues pertaining to the safety of the student or others.

When a School Counselor feels strongly that a student may be in danger of hurting herself/himself or others or is in danger of being harmed by another individual, the Counselor has a legal obligation to disclose that information to the appropriate persons and to take the necessary steps to ensure the safety of all those involved.

Students are encouraged to share their problems with their parents and/or teachers and the Counselor will ask for their permission to share information if the matter is relevant to a third party.

CHILD ABUSE AND NEGLECT REPORTING

School Teachers, the Counselor, and the School Nurse are required by law to report suspected child abuse or maltreatment to the New York State Central Register (SCR) of Child Abuse and Maltreatment, also known as the Child Abuse Hotline. The law also assigns civil and criminal liability to those professionals who do not comply with their mandated reporter abilities.

Mandated reporters are required to report suspected child abuse or maltreatment when, in their professional roles, they are presented with reasonable cause to suspect abuse or maltreatment. Reasonable cause to suspect child abuse or maltreatment means that, based on their observations, professional training and experience, they feel the parent or person legally responsible for a child has harmed that child or placed that child in imminent danger or harm.

Penalties for failure to report:

Anyone who is mandated to report suspected child abuse or maltreatment – and fails to do so – could be charged with a Class A misdemeanor and subject to criminal penalties. Further, mandated reporters can be sued in a civil court for monetary damages for any harm caused by the mandated reporter's failure to make a report to the SCR.

LEADERSHIP

While leadership is a recurrent theme throughout the MPH academic curriculum, specific clubs and organizations provide MPH students with concrete opportunities to exercise leadership:

STUDENT COUNCIL

The Student Council is an elected group of students, which helps convey students' ideas and concerns to faculty and administration. It organizes social events, fundraisers and community projects. Elections for Student Council members and officers are held in the spring.

NATIONAL HONOR SOCIETY (NHS)

The National Honor Society (NHS) is an organization established to recognize outstanding students who have demonstrated excellence in the areas of character, leadership, service, and scholarship.

The NHS encourages its members to volunteer in the community, to take on leadership roles, and to take an active part in every aspect of school life. Juniors and seniors who qualify will automatically receive an application form after the first quarter.

STUDENT-FACULTY JUDICIAL COMMITTEE (SFJC)

This Committee consists of eight Upper School students (elected by the faculty) and eight faculty members (elected by the Student Council). The Dean of Students calls the SFJC in discipline cases that involve a violation of a major school rule. The SFJC meets, discusses, and provides a recommendation for disciplinary action to the Head of School.

COMMUNITY WIDE DIALOGUE (CWD)

CWD keeps our students connected with students from city schools, and encourages friendship and understanding across socio-economic and racial divides. Through dialogue, students examine the viewpoints of others regarding stereotypes, social justice issues, privilege and racism. Student circles are lead by peer facilitators who have previously completed the program.

MIDDLE SCHOOL LEADERSHIP TEAM

Students interested in leadership opportunities in Middle School can run for the Middle School Leadership Team. A President and Vice-President are elected from the 8th grade by the whole Middle School. These students must be interested in running meetings, speaking in front of the Middle School, and organizing social and service oriented activities. Each advisory section also votes one member to the Leadership Team. The Leadership Team then organizes all social events for the Middle School (dances, socials, outdoor activities, etc.) as well as runs lunch announcements, plans and facilitates assemblies, and participates in service opportunities.

STUDENT PUBLICATIONS

There are three main student publications at MPH: the Yearbook, *The Pebble* (school online magazine), and the Windmill (literary and art magazine). They give students a chance to take on professional responsibilities, work as organized groups in a professional atmosphere, with specific goals, budgets and deadlines.

ACTIVITIES AND CLUBS

Activities and clubs, including sports and performing arts, provide many opportunities for students to exercise leadership. Students can sign up for activities and clubs at the beginning of the school year with club advisors. They are presented at a special assembly in the fall, and a full listing can be found on the MPH website (www.mphschool.org).

ATHLETICS

MPH offers supervised, after-school athletics to Middle and Upper School students. Fall sports include soccer, girls' tennis, and cross-country; in the winter, girls' volleyball, boys basketball, swimming and alpine skiing are available; spring season sports include boys tennis, golf, track and field, baseball and softball (with Bishop Grimes).

Our independent school philosophy stresses participation and “stretching” experiences and skills; a student who may not have been part of a team before attending MPH often finds an opportunity to participate in a sport here.

Athletes must submit a health form, including evidence of a physical examination by the family physician, before the first day of practice on any sports team. MPH also observes the regulations of the Onondaga League and Section III.

After practices and/or games, whether home or away, parents or guardians provide transportation between school and home. Buses provide transportation between the school and away games.

Students absent from school due to illness or an unexcused reason may not participate in after-school sports. Students must arrive by 11:05 a.m. to be eligible to participate.

MPH Student Athletes - The responsibility for sportsmanship must be a constant, primary concern of the student-athlete. Athletes are second only to the coach in accountability for sportsmanship. Because players are admired and respected, they exert a great deal of influence on the actions and behavior of the spectators. MPH strives to be the leader in presenting good sportsmanship.

MPH has a “no-cut” policy for both philosophical and curricular reasons. All students are invited to participate. At the Upper School level, however, it is up to the coach’s discretion which students will be on the Varsity team and which students will be on the JV team.

INTERSCHOLASTIC ATHLETIC PROGRAMS

MPH is a member of NYSPHSAA and abides by its rules and regulations. MPH is also a member of Section III and the Onondaga League and follows their additional regulations.

RESPONSIBILITIES OF STUDENTS ATHLETES

1. Treat opponents with respect.
2. Exercise self-control.
3. Respect the judgment of officials and their interpretation of the rules. Never argue or make gestures indicating a dislike for a decision.
4. Accept both victory and defeat with pride and composure.
5. Cooperate with the coach and fellow players in trying to promote sportsmanship.

6. Accept the responsibility and privilege of representing the school and community.

MPH SPORTING EVENTS AND SPECTATORS

Schools have a tremendous challenge to instill pride in sportsmanlike behavior among spectators. The greatest peril to interscholastic athletics is the overzealous fan. Spectators should know that administrators will not tolerate improper behavior from any fans, whether students, parents or guardians, or residents of the community. Spectators must be included as members of the team to promote sportsmanship. Spectators are also reminded that New York State law prohibits smoking on any school grounds.

SPORTSMANSHIP

Sportsmanship at MPH is the responsibility of all the people involved in the school community. Maintaining sportsmanlike behavior is a process that needs constant attention, continuous assessment, and a program that reacts to the needs of the time. MPH is proud to extend the philosophy of its school mission into the sports arena.

ATHLETIC POLICIES

At MPH, athletic teams are an integral part of the educational program. With the present space constraints, participation on athletic teams is counted as an Upper School student's physical education requirement. All students are invited to participate on the various sports teams. Expectations for attendance and effort at practices and games are outlined by each coach at a meeting for students and their parents. Goals for each student include skill development and improvement, enjoyment, sportsmanship, pursuit of excellence, and school spirit. Another goal is to inspire each student to pursue a lifelong plan of personal fitness.

PLAYING TIME

Modified teams are for 7th and 8th and sometimes 9th grade students only. Modified teams are intended to develop the basic skills required to participate in and enjoy the sport. Every team member will play during each contest.

Junior Varsity (JV) and Varsity teams are provided for Upper School students, although highly skilled Middle Schoolers may be moved up at the coach's discretion. The JV teams emphasize skill development and team tactics. At a small school like MPH, many factors are considered to determine a student's playing time at the JV level. If 7th and 8th graders are playing on a JV or Varsity team, safety issues based on physical size and development of the student are considered as per New York State regulations. A student's mastery of the basic skills required to play the sport are also considered. For all students, effort and attendance at practices and games are considered. For these and other reasons, playing time for JV is at the discretion of the coach.

Varsity teams strive to be competitive in the league in which they participate. Team members may be chosen for their high level of skill development and understanding of the sport. Seniors may choose to remain at the JV level. Not all team members will play in every game. The coach may determine playing time based on the competitiveness of the contest. Poor attendance and effort, as well as inappropriate off-field behavior, may adversely impact a student's playing time.

ATTENDANCE

Students should be at every practice and game. Any anticipated absences should be reported to the coach in advance. MPH recognizes that academics take priority.

LETTER EARNING

Students playing at the Varsity level can earn a Varsity letter if they are in good standing with the team at the end of the season. A senior who only competed at the JV level can also earn a Varsity letter.

SCHEDULING

MPH tries to avoid scheduling games on holidays and around other major school functions if at all possible. Games and practices on weekends are scheduled when they are needed. It is usually done because of the burden on facilities. All sports schedules are listed on the School's website (www.mphschool.org) via Schedule Galaxy.

COMMUNICATION

If there are concerns with a particular sport, the line of communication should go in this order: head coach, athletic director, head of Upper School. This would apply to a student as well as a parental concern.

ACADEMIC POLICY

At the discretion of the division head and athletic director, students in poor academic standing may be temporarily suspended from participating in a sport until their grades improve.

MEDICAL EXCUSES

To be temporarily exempted from participating in athletics for health reasons, a student must provide a note from a doctor to the school Nurse.

COMMUNICATIONS

CONTACTING FACULTY

Faculty can receive messages via email or voicemail and all contact information is published in the school directory. If you call the School after-hours, you can press the voicemail box numbers as soon as the school message begins.

Please understand that faculty members are teaching and interacting with students and may have limited opportunity to check for messages. You should expect a response within 24 hours.

MPH WEBSITE

The MPH website – www.mphschool.org – is the home of important information pertaining to school life. It is a resource for learning about admission, financial aid, and course offerings, of course, but it is also the place to find the information MPH families need on a daily basis: athletic game schedules, daily events calendar, and printable month-by-month calendar, links to faculty webpages, college information, weekly lunch menus, health forms, event photos, and much more. MPH families should use the “MY MPH” tab for easily accessible information.

The MPH News Digest is our blog. It features news about classroom events and new academic initiatives, reports on the special achievements of our students, alumni, and faculty members. You can stay up-to-date on happenings by subscribing to the MPH News Digest online. Just click “subscribe” on any page of the News Digest, provide your preferred email address, and we will email you a link to each new story as it is posted.

ADVANCEMENT OFFICE

The Advancement Office produces most all-school communications, raises funds for operating, building and endowment needs, works with the Admission Office in recruiting students for the School, runs the Alumni program, communicates with all alumni of the School, and builds the School community through special events and other programming.

These offices are located in the Knox Farmhouse.

Parents and guardians are an important part of many of these activities and the Advancement Office is focused on bringing the MPH community, including parents and guardians, faculty and alumni, together in support of the School.

MPH is a non-profit, tax exempt, 501 (c)(3) organization. All donations to the School are tax deductible according to the law and, following the School’s annual audit, an annual report is posted on the School’s website.

ALUMNI RELATIONS

Students at MPH develop a lifelong relationship with the School and upon graduation join our thriving alumni network.

The alumni office offers opportunities for our students to connect with alumni in college and the business world as students begin to investigate college choices, internships, and career paths.

TRADITIONS

MPH BACK-TO-SCHOOL PICNIC

The Back-to-School Picnic is scheduled for the Thursday before school begins and is for the entire MPH community. It provides a chance for new and returning families to meet and connect with teachers, students and families.

HANDSHAKE CEREMONY

Every year on the first day of school, an assembly is held at which the entire student body is welcome to the new school year. At the conclusion of the assembly, the faculty line up outside and hold “the handshake ceremony” in which every student walks through the line and shake the hand of every faculty member.

GRANDPARENTS AND SPECIAL FRIENDS DAY

MPH believes that extended families play an important role in the development of children. Therefore, it is important to include grandparents in the MPH community. In November, MPH grandparents and special friends are invited to spend part of the day at school with their grandchild(ren). Not everyone has grandparents who can participate in Grandparents Day, so this is also an opportunity for students to share this day with a special person in their lives, other than parents or guardians, who do not routinely participate in school events. Grandparents Day is a dress-up day for all students.

HALLOWEEN PARADE

Lower School students, dressed in their costumes, parade throughout classrooms around the campus, ending up in the gym for a Grand Parade and sing along.

WINTER SHOW

The day before Winter Break begins, the Lower School presents a special winter show for the whole school, in the gym.

WINTER CARNIVAL

On the last day before Winter Break, students in Grades 5 - 12 participate in a Winter Carnival, where each class competes against the others in a series of fun, outdoor winter games.

RED & WHITE DAY

Red and White Day is a track and field day for students in Grades Pre-K through 8, held on a Friday in May. Every family, upon admission to MPH, is assigned a color, either red or white. For this day, students are divided into red and white teams, each led by a faculty mascot. The teams compete all day in athletic events, scoring points. There are also games for parents or guardians and students to compete in

together, such as a beanbag toss, and potato sack race. Parent attendance is strongly encouraged. The Athletic Director may ask Upper School students to assist; those students must notify the Dean of Students and have permission from each of their classroom teachers to miss class before they can agree to assist.

CLOSING CEREMONIES

MPH celebrates not only the graduation of each year's senior class, but also recognizes each student's progression to another stage in their school career. Therefore, the last two weeks of school are filled with closing ceremonies for each level: Commencement, Baccalaureate, Middle School, Fifth grade, Kindergarten and Pre-Kindergarten closing ceremonies.

ALUMNI WEEKEND

The Alumni Weekend is a series of events, organized the last weekend of May, which give Alumni an opportunity to reconnect with their school, and features the bi-annual induction of a new class in the MPH Athletic Hall of Fame.

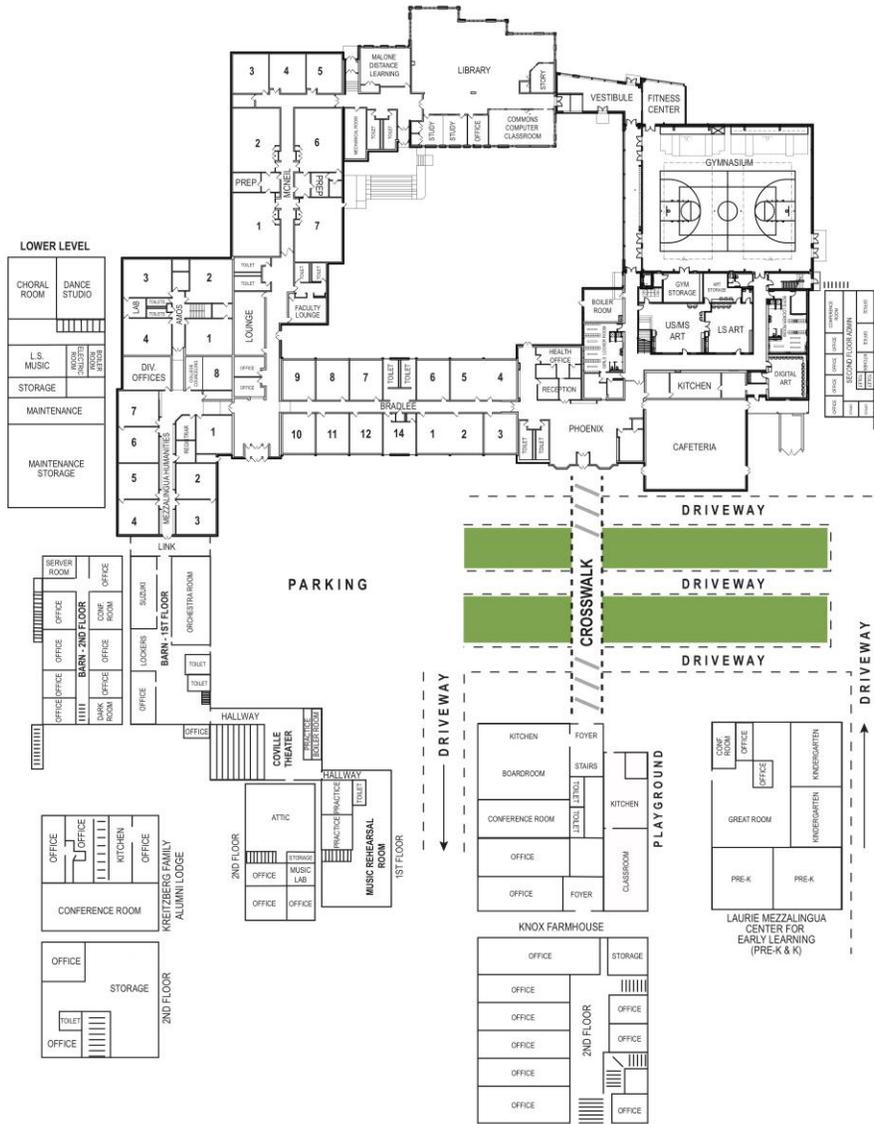
Note that some MPH traditions will be altered or suspended during the pandemic.

CAMPUS

CAMPUS MAP



CAMPUS MAP



BUILDINGS

Bradlee:

Bursting at the seams in 1958, Pebble Hill built the first of three new buildings and named this classroom building after retired Headmaster, Charles W. Bradlee. The Bradlee building is the only building on campus which houses classrooms for all three school divisions, from grade one – grade 12.

The Knox Farmhouse

Built in 1832, the Knox Farmhouse is the oldest building on the MPH campus. Renamed after James Henry Knox '34C in 2001, this building now houses offices for Advancement, Alumni Relations and Communications. James Knox's father, Henry Knox, built Knox Hall on the former Manlius School campus. Knox Hall was the auditorium and chapel for The Manlius School.

The Laurie Mezzalingua '86 Center for Early Learning

As MPH's newest building, the Laurie Mezzalingua '86 Center for Early Learning opened in 2006. This 5,500 square foot facility houses Prekindergarten and Kindergarten students. It features energy efficient lighting and environmentally friendly "green" elements, including interior lights that adjust to available natural light. The Grace Kniesner Extended Day program for our Lower School students is housed in the Center for Early Learning.

The Barn

One of the oldest buildings on campus, the Barn was part of the original Conway estate prior to the founding of Pebble Hill School in 1927. At one end of the Barn was the original gymnasium, which was converted into a theater in 1979. In 1999, the Barn was renovated, accommodating the Coville Theater, with existing spaces turned into a music wing.

Mezzalingua Humanities Center

Named in recognition of the many contributions of Kathy and Dan Mezzalingua '56C, this building was built in 1995 and includes over 7,400 square feet of classroom and office space. Connecting the Amos Building and the McNeil Science Center, it houses English and history classes for both the Middle and Upper schools, as well as the academic offices and the College Counseling Center.

McNeil Science & Communications Center

Opening in 1994, the McNeil Center was the first new building on campus in nearly a decade. With over 14,000 square feet, McNeil houses four large science laboratories, the Solomon Family Gallery for community and school art exhibits, and separate student and faculty lounges.

Amos Building

With a challenge gift from John Amos '33, the Amos Building was constructed at Pebble Hill School in 1964. It currently math & English classrooms, two computer labs, Lower School music, Middle School Extended Day, and a performing arts studio.

The Falcone Dining Hall

Built in 1962 and expanded in 1995, the Dining Hall is named after Noreen Falcone, who served on the School's Board of Trustees from 1980-1986, and as its president from 1980-1985.

Kathleen & Daniel Mezzalingua '56 Arts & Athletic Complex

Opened in the fall of 2017, the Kathleen & Daniel Mezzalingua '56 Arts & Athletic Complex is home to our gymnasium, art classrooms, a digital art studio, and administrative offices including the Head of School's office, Business offices, and Admissions offices. This 28,000 square foot structure doubled the size of our previous athletic space.

Kreitzberg Family Lodge

The Lodge was purchased by the school in 1990. Renamed in honor of Fred Kreitzberg '53C in 1998, the Lodge now serves as Community Programs offices.

Jean-Paul Field

Our varsity athletic field was created at the back of the campus in 1993 and was named in honor of Jean-Paul Chappell '93.

The Bradley McNeil '93 Learning Commons

Constructed in 2014, The Learning Commons houses flexible library space for all three divisions, an expansive instructional computer lab, group collaboration rooms, and our Malone School Online Network distance-learning classroom. A beautiful outdoor amphitheater frames the west side of the building, and the east side windows look out over Jean-Paul Field.

The Phoenix Student Center

Built in tandem with The Learning Commons, the Phoenix Student Center connects Bradlee with the gymnasium and dining hall. Housing the Campus Shop Café and the Health Office, the Phoenix is the School's entrance for drop off and after school activities. Modeled after and named in honor of the Phoenix Tavern on the former Manlius School campus, the Phoenix is a symbol of how our School has continued to face challenges and emerged stronger in its 150 year history.

GENERAL INFORMATION

School Address

5300 Jamesville Road
Syracuse, NY 13214

School Phone

(315) 446-2452

School Motto

Manners Makyth Man

School Colors

Red and White

School Mascot

Trojans

School Alma Mater

Long Live Manlius Pebble Hill,
Loud we raise the chorus;
And our motto we'll fulfill,
While we've life before us.
We will win high praise for you
To your honor we'll be true.
As we sing, "manners makyth man,"
As we sing, "manners makyth man."

Here we stand in loyalty,
Dedication, victory;
We will never lose our pride,
Though the years may pass us by.
We will set examples now,
For respect we'll always bow;
As we go on through the years
Friendships hold whether far or near.

Lyrics by Joyce Robertson and Julie Heer Chamberlain, MPH '72