

# Carolina Day Upper School Handbook 2010 - 2011 Grades 9 - 12

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CAROLINA  
DAY SCHOOL

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## Upper School Academic Program

Creative thinking and the pursuit of academic excellence are at the heart of the Carolina Day upper school experience. Beginning in the ninth grade with Global Studies I, upper school students quickly realize that their CDS education will be far reaching and challenge them to think in new ways through different lenses. Whether taking French, Spanish, or beginning Mandarin, upper school students build upon the global perspective developed in the lower and middle school years and with their greater sophistication learn to apply, analyze, and synthesize the knowledge and facts that are at their fingertips.

Planning a course of study for a secondary school involves important decisions. Ninth- and tenth-grade students take a prescribed course of study at different levels in English, mathematics, social studies, science, and world language; juniors and seniors have more flexibility in their course selections. In selecting a course of study, students should develop a long-range plan of study for their entire upper school career. Course selections must be approved by a student's advisor, parents, and the Principal. Discussion of the options with one's family, teachers, and advisor is essential in making these decisions.

Carolina Day School offers seventeen Advanced Placement preparations. It is important to note that these are college-level classes and the teacher's expectations for student work in these classes is commensurate with maturity and self-discipline required for success in college-level classes. Students who enroll in an AP course are expected to take the AP exam.

### Homework

Because we believe learning extends beyond the classroom, all upper school students should expect nightly homework assignments. Homework for freshmen and sophomores of 30 to 45 minutes per academic class is the average evening preparation. Juniors and seniors will average 45 minutes per subject while those taking Advanced Placement (AP) courses should expect one hour for each AP course.

### Graduation Requirements

A minimum of 20 *academic* credits is required for graduation. One credit is equal to a full-year course. One-half credit is equal to a semester course. Additionally, a number of non-credit courses are required. Currently those courses are physical education/wellness (one year), Red Cross CPR/First Aid (to be taken by the student independently), and speech (one semester).

Of the 20 credits required for graduation, the departmental distribution is as follows:

4 credits	<b>English</b> , one credit must be English 12 or AP English Literature and Composition
3 credits	<b>Mathematics</b> in the required sequence of Algebra I, Geometry, and Algebra II <i>or</i> Geometry, Algebra II, and one elective. Students who wish to make application to the University of North Carolina system must have one credit beyond Algebra II.
3 credits	<b>World Language</b> (French or Spanish) 3 credits must be earned in high school, in one language, irrespective of the level in that language
3 credits	<b>Sciences</b> in the required sequence of biology, chemistry, and one elective
3 credits	<b>Social Studies</b> (one credit must be in United States history)
1 credit	<b>Arts</b> (including visual and performing arts)
3 credits	<b>Electives</b>

Students who successfully fulfill all departmental requirements are granted a Carolina Day School diploma. The School requires that all students in grades 9-12 take five [academic] courses per semester. Accelerated students may take six academic courses. Students should consider taking a challenging, well-balanced course of study that includes English, science, mathematics, social studies, and

world language. An academic record that includes advanced study in all subject areas enhances a student's admission to selective colleges.

Students who are admitted to Carolina Day School after the freshman year are expected to make "normal progress" in all academic areas. That is, an entering junior with no world language will need to take a first-year course in the junior year and a second-year course in the senior year. In this example, the student would still qualify for the diploma as the student is making "normal progress" towards fulfilling the departmental requirements.

Generally, eighth-grade students who successfully complete their first year in a world language and/or Algebra I will be allowed to continue on to the next course in the required sequence. However, students and parents are urged to consider carefully such acceleration. Students who avail themselves of the acceleration will need to continue through fourth-year language and in mathematics, at least, through Advanced Functions and Modeling, as no high school credit is awarded for work done in the eighth grade.

After admission to the Upper School at Carolina Day, the expectation is that all credits toward the diploma will be earned at CDS. Certainly we encourage students to experience other academic venues and opportunities, but placement credit will be granted for work done outside of CDS only if the program of study has been approved *prior* to the class work being completed. It is the student's responsibility to make all necessary arrangements before enrolling in any program. It is the Principal's ultimate decision as to whether any credit will be granted.

Students or parents sometimes ask if early graduation (after the junior year or mid-senior year) is an option. It is the policy of Carolina Day School that students must fully complete their senior year (twelfth grade) at Carolina Day School in order to qualify for the graduation diploma, irrespective of the number of credits earned over the required number for graduation. Certainly students may withdraw from school at any time. If they do so prior to successful completion of the senior year, they will not be awarded a diploma.

Seniors must pass all academic courses in order to receive a diploma.

### **Required/Recommended Course of Study**

*(Italicized courses are required at indicated grade level.)*

#### **NINTH GRADE**

*English 9*  
Algebra I or Geometry  
*Global Studies I*  
*Human Biology*  
French or Spanish I or II  
*Physical Education/Wellness*  
Arts available

#### **TENTH GRADE**

*English 10*  
Geometry or Algebra II  
*\*Global Studies II*  
*Chemistry*  
French or Spanish II or III  
*Speech*  
Arts available

#### **ELEVENTH GRADE**

*English 11*  
Algebra II, Advanced Functions & Modeling, Precalculus, AP Statistics, AP Calculus AB  
*\* U.S. History*  
*\*Science Elective*  
French or Spanish III, IV or Culture & Conversation  
*\*Arts available*

#### **TWELFTH GRADE**

*English 12: Literature & Composition or AP Literature & Composition*  
Precalculus, Advanced Functions & Modeling, AP Statistics, AP Calculus AB or BC , Linear Algebra/  
Multivariable Calculus  
*\* Science Elective*

- \* History Elective
- \* French or Spanish IV, Culture & Conversation, or AP
- \* Arts available

\*Advanced Placement courses available; an additional fee is charged for Advanced Placement exams.

## Grading System

Carolina Day School uses a 4.33-point grade system in computing grades. The following grade ranges are used in the Upper School:

4.33	=	97-100
4.00	=	93-96
3.67	=	90-92
3.33	=	87-89
3.00	=	83-86
2.67	=	80-82
2.33	=	77-79
2.00	=	73-76
1.67	=	70-72
1.33	=	67-69
1.00	=	63-66
.67	=	60-62
.00	=	< 60 - Failing
.00	=	Incomplete
.00	=	Pass (Given only in selected subjects)

Official grades entered on student transcripts include each semester's grade and the final average per course. Students taking full-year courses receive a final grade (yearly average) based on the average of the two semesters. All students receive grades and comments at the end of each quarter. Grades and comments are sent at interim of the first quarter for all students. After the first quarter, interim grades are sent each quarter for students whose grade in a particular course has dropped by five points or more, or for whom teachers have academic concerns. Additionally, any student with a grade of 70 or below will receive an interim report. Examinations are given at the end of each semester, and count 20% of the semester grade. Students earning a final grade below 70 in continuing courses (i.e., world language, mathematics) will be required to complete summer enrichment work prior to beginning the next level.

Carolina Day School reports a weighted GPA. Additional points are added to the GPA for each Advanced Placement and honors course that a student takes. Advanced Placement courses add 4 points and honors courses add 3 points to the semester course grade for the purpose of award recognition, Honor Roll and High Honor Roll eligibility. **Note:** In the college admissions process, GPAs are frequently recalculated by the college admissions office.

Students whose grade(s) is below "C" or whose performance falls below expectation will be placed in quiet study. All freshmen are required to be in quiet study first semester.

Students maintaining an average of 3.0 or better, with no grade below 1.67, earn Honor Roll standing. Students who maintain an average of at least 4.0 with no grade below 2.67 earn High Honors standing. The Registrar publishes the Honor Roll and High Honor Roll four times per year.

## Policy for Course Change or Course Drop

When a student wishes to make a course or section change, he/she must complete a change request form which is available from the advisor. All changes require the approval of the subject teacher, advisor, principal, and parents. Generally, schedule changes are made only during the first two weeks of school. However, courses may be added until the end of the first interim period; courses must be dropped by the end of the first quarter. Courses dropped during the first quarter will receive no entry on the student's transcript. Courses dropped after the beginning of the second quarter will be noted on the student's transcript as a "Withdrawal — Passing" (1/2 credit awarded) or "Withdrawal — Failing."

## Upper School Honor Code

A hallmark of Carolina Day School is the atmosphere of trust and respect that exists among us all: students, teachers, and administrators. Because of this sense of trust, Carolina Day School is able to offer a superior learning environment. Maintenance of this environment requires that each of us understand and practice values such as honesty, self-discipline, self-respect, and respect for others; these values will, in turn, enable us to live as just and honorable citizens in our society. This Honor Code has been developed by students, teachers, and administrators to guide community members in achieving these goals. The Honor Code deals with issues involving lying, cheating (which includes plagiarism), and stealing.

Infractions of the Honor Code undermine the integrity of the entire upper school community. It is therefore considered to be the duty of any student who witnesses an infraction of the Honor Code to take steps to ensure that the trust of the community is restored. The Honor Code does not specify what those steps must be, nor does it provide that the failure to report an infraction is itself an honor infraction. However, the community expects that students who witness a violation will take some action to see that it is addressed.

Some steps a student could take to address a violation include the following:

- encouraging the offending student to inform a teacher or administrator of his/her infraction
- informing a teacher or administrator that an infraction has taken place, including the nature of the infraction and the identity of the person involved
- informing a teacher or administrator that an infraction has occurred without naming the individual involved
- consulting with an advisor or other responsible person to determine what steps might be appropriate under the circumstances.

*Note: Any student who shares information with the Honor Council has the right to remain anonymous.*

## Honor Pledge

At the beginning of each school year, every member of the upper school community will sign this pledge to affirm compliance with this Honor Code.

*As a member of the Carolina Day School Upper School community, I pledge the following:*

- *My word will be honorable at all times. If asked a question about my conduct or school business, I will answer truthfully.*
- *I will respect the property of other community members and will take or use it only with the express permission of the rightful owner.*
- *The academic work that I submit will be mine alone unless outside help is explicitly permitted by the teacher.*
- *I affirm my compliance with this pledge through my signature.*

The Community Honor Council encourages all faculty to require the signing of a shortened version of the pledge (either "I pledge that I have neither given nor received unauthorized assistance on this assignment" or simply "I pledge" followed by the student's

signature) on all written work turned in for all classes. Additionally, the Community Honor Council asks faculty to consider giving regular verbal reminders to all students that “We are an Honor Code school” and that perhaps including a specific place on tests (etc.) where students can sign the pledge would be helpful to all.

## **The Community Honor Council**

The Community Honor Council is responsible for ensuring that the principles of the Honor Code are understood and upheld by the student body. The Community Honor Council will organize and run a town meeting at the beginning of each school year; the purpose of the town meeting will be to familiarize the student body with the Honor Code. The Community Honor Council will also oversee the signing of honor pledges by individuals and classes. Throughout the school year, the Community Honor Council will work with advisors, the student government, and administrators to organize events designed to improve understanding of the Honor Code. Members of the Community Honor Council are expected to maintain the highest level of confidentiality, personal honor, and positive behavior in the school community.

Suspected infractions of the Honor Code by students should be reported by students, teachers, or administrators to the Honor Council Advisor, who, upon determining that a violation may in fact exist, will contact the chair of the Community Honor Council to arrange a hearing. The Honor Council Advisor will then work with the suspected student in preparation for the hearing. The Honor Council Advisor will report the results of his/her discussions with the student to the Principal and will subsequently contact the student’s parents.

In the event of a potential infraction of the Honor Code, members of the Community Honor Council will be responsible for interviewing the suspected student offender, as well as other appropriate individuals, in order to determine whether or not an infraction has occurred. If the Honor Code has been violated, the Honor Council determines a recommended response to such an infraction. The chair of the Community Honor Council is then responsible for reporting both the findings and the recommendations of the council to the Principal.

The Principal will take into account the advice and recommendations from both the Community Honor Council and the Honor Council Advisor when making a decision in the matter. By virtue of North Carolina law and Carolina Day School contractual obligations, the Principal has the sole responsibility for the final disposition of any situation involving this Honor Code.

Appeals of decisions made by the Principal of the Upper School may be made to the Head of School.

The Community Honor Council will be composed of two freshmen, two sophomores, two juniors, and three seniors. With the exception of one returning junior who will serve as Chair in his/her senior year, each student member is elected to a one year term, unless he/she is found in violation of the Honor Code. In such circumstances, the Community Honor Council member is removed from his/her position and will not be eligible to run for Honor Council again. The student who received the next highest number of votes for that particular Honor Council position will be named to replace the student who is being removed from the Honor Council.

To fill the student positions each year, any student may self-nominate and make the nomination known to the Honor Council Advisor. The Honor Council Advisor will bring all self-nominations to the sitting members of the Honor Council and the upper school faculty, who take these nominations into consideration as each member nominates two individuals and each teacher nominates one individual from the current ninth, tenth, and eleventh grades. The faculty may nominate current members of the Honor Council; however, members may not nominate themselves or each other. The Honor Council Advisor will compile the nominations from the Honor Council and faculty in one pool and the five students with the most nominations in each grade will appear on ballots to be voted on by their peers in grade-level elections in early May. Ninth graders vote only for ninth grade representatives, and so on. Eighth grade elections (for rising ninth graders) follow a matching process with the exception of the Honor Council nominations and the addition that each eighth grade faculty member nominates two students.

Students who have been found in violation of the Honor Code must meet with the Honor Council Advisor/Dean of Students to determine his/her eligibility to be on the Community Honor Council ballot.

The Community Honor Council determines, through election or discussion, which of the two returning senior members will serve as chair. The chair will be in charge during council meetings and hearings. Should the chair be unavailable, the other seniors will act as vice-chairs and serve in his/her stead. The chair will report the findings and recommendations of the council to the Honor Council Advisor and the Upper School Principal.

The complete procedural guidelines of the Community Honor Council, including sections on pre-hearing, hearing, recommendation, decision, and implementation are published and made available in their current, updated form to students and parents at the beginning of each school year.

## **Plagiarism**

*Definition:* The appropriation or giving out as one's own work the intellectual, artistic, or literary work of another.

Plagiarism may take two basic forms: (1) using the ideas of another without giving credit to the source; or (2) using the words of another without either giving credit to the source or using quotation marks. Either form of plagiarism is a violation of the honor code.

## **Upper School Advisory Program**

**Mission Statement:** Carolina Day Upper School's advisory program seeks to personalize each student's education by forming working alliances with students and their parents. By providing both individual and small group opportunities for students to grow in their understanding of self (mind, heart, body, and spirit), advisors complement classroom learning with guidance, advocacy, and support.

**Philosophy:** The basis of the advisory program rests on the foundation of our school's mission statement. In our efforts to "challenge young people to pursue their personal quests for excellence . . . ," we must create a support network that will ensure each student's progress is closely monitored by one or more staff members. Our goal is to teach and promote self-reliance; upon arrival at the Upper School, however, our students are adolescents, most of whom are still developing the skills to be independent and self-reliant. The first element in a student's support network is the advisor.

**Assignment of Advisors:** It is our goal to have an equitable distribution of advisees based upon teaching load, coaching assignments, and other extracurricular duties. Ordinarily, an advisor can expect to have between eight and ten advisees. Students will not typically change advisors during the academic year except in cases approved by the Dean of Students and the Head of the Upper School. A student may request a change of advisor prior to the beginning of a new school term. Preference in selecting advisors will be given to upperclassmen and those students with particular needs.

When possible, students transitioning from the Middle School will have the opportunity to meet with their upper school advisors before the end of the eighth- grade year. Before such advisor assignments are made, the Dean of Students will consult with middle school teachers, administrators, and/or school counselors (as necessary) to ensure the appropriateness of advisor assignments.

**Advisor Responsibilities:** It is important for advisors to build a positive relationship with each advisee. The advisor will monitor the academic program and progress of each advisee on a regular basis. The advisor, in conjunction with the Director of College Guidance, will guide the student in his/her annual course selections and will maintain an updated copy of the advisee's class schedule, annually reviewing the advisee's academic program to see that the student's academic efforts are consistent with his/her college plans. If achievement falls below the level of ability and expectation, the advisor will work with the student and his/her teacher to take appropriate action. Steps may include additional tutoring by the teacher, assignment to one or more supervised study halls, or, in conjunction with the parent(s), setting up outside tutoring.

Advisors will also help their advisees make positive social adjustments to the Upper School. Additionally, to help ensure that our students are well-rounded individuals, advisors will also encourage the student's involvement in athletics, clubs, community service projects, and other activities.

Advisory groups will meet from 9:40-9:50 a.m. on days two and six of each schedule rotation. Extended advisory sessions will occur intermittently, based on the school calendar. Advisors will schedule additional meetings (either individual or group) as necessary.

Frequent contact with parents is another important element of the advisory program. Advisors are expected to have regular (at least quarterly) contact with the parent(s) of each of their advisees. This may be a formal conference, a telephone contact, an e-mail, or a casual conversation.

## Upper School Dress

The upper school dress code is in place to ensure that a student's appearance helps create a positive learning environment and an atmosphere of serious academic pursuits. Additionally, Carolina Day School recognizes that dress and grooming can affect the health and safety of individual students as well as the student body as a whole. The upper school dress code is designed to promote pride in one's appearance as well as pride in the school community. Adherence to the upper school dress code is the responsibility of the student and his/her parent(s). Dress code violations will result in at least one of the following consequences: assignment to detention/ the student needing to change clothes/loss of "dress-down" day privilege(s).

### All Upper School Students

- No t-shirts or denim clothing, except on dress-down days.
- Sweaters, jackets, sweatshirts, or fleeces may be worn as needed.
- Underwear should never be visible.
- No ragged, baggy, or torn clothing.
- No pants, shirts, or shorts designed as athletic attire during the academic day (except for PE class).
- No camouflage clothing.
- No caps, hats, bandanas, or sunglasses are to be worn inside the building.
- Extremes in clothing, jewelry, or hairstyles are prohibited.
- Clothing that is obscene, offensive, or makes reference to drugs, alcohol, or tobacco is prohibited.

### Upper School Males

- Khakis, twills, chinos, wool, cotton, or corduroy shorts/pants worn at the waist or slightly below; no hip-huggers or low rise.
- Belts must be worn with pants and shorts that have belt loops.
- Shorts must be within two inches of the knees.
- Tucked-in collared shirts or turtlenecks.
- Sneakers, leather flip-flops, sandals, or close-toed shoes (no rubber flip-flops).

### Upper School Females

**Understanding that fashion often dictates what female students like to wear, the upper school dress code does not adhere to fashion trends or styles; certain clothing items such as low-cut necklines, tops that have the look and feel of t-shirts (often with writing and/or designs on them), and tight-fitting pants are not appropriate school attire. Young ladies in the Upper School are expected to dress for school and school events as follows:**

- Khakis, twills, chinos, wool, cotton, or corduroy pants/skirts/shorts/skorts worn at the waist or slightly below; no hip-huggers or low rise.
- Skirts/shorts/skorts must be within two inches of the knees.
- Modest necklines on collared shirts, blouses, turtlenecks, knit tops, or dresses (the "dollar bill rule").
- Tops must cover the midriff at all times.
- Dress length must be within two inches of the knees.
- Sneakers, leather flip-flops, sandals, or close-toed shoes (no rubber flip-flops).
- Appropriate heel height on shoes or boots.

Occasionally upper school students will have the opportunity to "dress-down" to celebrate a special function or school event. On "dress-down" days, students are permitted to wear jeans and t-shirts, though the jeans should not be torn, ragged, or baggy, and the t-shirts must be school-appropriate in terms of neckline, length, and slogans. Other clothing items, such as shorts, etc., must conform to the standard code of dress even if worn on a designated "dress-down" day. Generally, athletic attire (gym shorts, sweat pants, etc.) is not appropriate for school, even on designated "dress-down" days.

Additionally, upper school students will sometimes be expected to wear "dress day" attire. "Dress day" attire for young men include a dress shirt and tie, dress pants, and appropriate shoes (a sport coat is optional). "Dress day" attire for young ladies includes a dress, a skirt or dress pants with a blouse, and appropriate shoes.

## Upper School Community Expectations

Carolina Day School expects all of its students to behave as responsible members of the community and live according to a set of standards that are based upon **mutual respect, trust, and honesty**. Understanding that students make mistakes, however, and that all communities are governed by rules supported by consequences, the Upper School teachers and administrators apply community rules fairly and equitably. Though each situation involving student conduct will be dealt with individually, every effort will be made to apply consequences consistently.

Listed below are the **general expectations** regarding student comportment. Consequences for failing to meet the expectation(s) will include a discussion with the Dean of Students and/or an assignment to detention.

- Attending all classes as scheduled
- Arriving on time (detention assignments for tardiness to class will begin with the 3rd unexcused tardy and continue for every unexcused tardy thereafter per class per quarter; if a student is more than 15 minutes tardy to class, he/she will be counted as absent)
- Using appropriate and respectful language
- Coming to school attired according to the US Dress Code
- Attending to one's books and other belongings
- Cleaning up after oneself
- Refraining from eating and drinking (water is OK) in the hallways of the academic floor, in the library, in the auditorium, or in the computer lab
- Acting appropriately in classrooms, hallways, and other school meeting areas
- Engaging only in school-appropriate displays of affection (e.g., hand holding)
- Using cell phones only when and where permissible
- Being a respectful audience member
- Remaining only in authorized places during school hours (e.g., not in the parking lots, other buildings on campus, etc.)

Following are behaviors so potentially harmful to individuals or our community that they will likely result in out of school suspension.

- Harassment/discriminatory, antagonistic, or inflammatory remarks/sexual harassment
- Bullying (social cruelty)
- Profanity or other disrespectful language or behavior directed toward another person
- Tobacco possession or use
- Leaving campus without permission
- Crossing Hendersonville Road on foot
- Property damage (penalty will include restitution as appropriate)
- Repeated assignment to after school detention may result in suspension

The behaviors listed below are grounds for dismissal from Carolina Day School.

- Drug/alcohol possession at school or school sponsored event
- Bomb, fire, or terror threat (verbal, written, or electronic)
- Vandalism (penalty will include restitution as appropriate)
- Personal behavior which makes it inappropriate for the student to represent or be associated with Carolina Day School
- Possession of a weapon at school or school sponsored event
- Repeated out of school suspensions (>2)

Lying, stealing, and cheating (which includes plagiarism) are offenses which violate Carolina Day School's Community Honor Code. Infractions of the Honor Code will result in Honor Council action which may potentially result in expulsion.

**The Upper School Principal has discretion in all matters involving the conduct of upper school students.**

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If a student engages in a behavior that does not meet the community’s general expectations, the following procedures will be followed:

1. Teacher or staff member has a personal conversation with or sends an email to the Dean of Students with the following information: student’s name, date, and details re: the student’s conduct; teacher/staff member informs the student a referral has been submitted
2. Referrals will be compiled, and students will be notified by the Dean that a detention assignment has been made
3. The Dean will notify the student’s advisor and appropriate teacher of the detention assignment
4. After a student has been assigned to detention repeatedly, his/her parent will be notified
5. Students have 3 school days to appeal and/or serve detention (appeal must be written and submitted to the Dean of Students)

If a student engages in a behavior that could result in suspension or expulsion, the US Principal will make the appropriate decision regarding consequence(s).

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**Detention** – Students who are assigned detention will be expected to report to the appropriate classroom by either 7 a.m. or 3:45 p.m. The silent, supervised study hall period will last until 7:55 a.m. or 4:40 p.m. respectively. Serving detention takes precedence over all other school activities. Students will be expected to serve detention within three school days of the detention assignment; failure to do so will result in additional consequences. No personal entertainment devices are allowed in detention.

**Suspension** – Students who are suspended are isolated from the school community because of a serious infraction regarding school rules and are not allowed to participate in the academic or extracurricular life of the School for the period of the suspension. However, a suspended student is responsible for obtaining and completing all school work assigned during the suspension period.

**Disclosure Statement**

Carolina Day School is honor-bound to share information (upon request) with post-secondary institutions concerning certain student discipline issues and suspensions that occur before, during, and after the application process. Students are typically expected to share this information as well. The Director of College Advising is available to help students prepare appropriate disclosure statements when necessary. Any questions regarding disclosure of a student’s discipline record should be directed to the Upper School Principal or the Dean of Students.

**Additional Expectations**

The upper school faculty and administrators have agreed upon the following guidelines for students.

- a. While students are allowed to bring cell phones to school, they may not use them in class or talk on them on the academic floor.
- b. Students are expected to be on time for class and ready to work, with all necessary materials, including homework.
- c. Under no circumstances should a student cross Hendersonville Road on foot.
- d. Students should observe quiet outside classrooms and the library when they are in use. While in class/quiet study/library, students should observe appropriate class behavior. Students studying in the halls of the academic floor must be respectful of classes in progress.

- e. Students should consume food and drink only in the cafeteria, student center, north courtyard, or west patio. No food or drink is to be consumed in the hallways of the academic floor, in the library, or in the auditorium without the permission of a teacher or administrator.
- f. Student drivers should file a permission form with the Registrar in order to drive and park on campus. Any abuse of parking regulations, driving over 11 MPH on campus, or any recklessness will result in the loss of this privilege.
- g. The parking lot is *off limits* to all students from 8:00 a.m. to 3:30 p.m. unless the student obtains permission from the Principal or the Dean of Students.
- h. Students may be in unoccupied classrooms only if the door is open, and may only use the room for reading or studying. If the door is shut and the teacher not present, students may not enter the classroom.
- i. No personal property (i.e. book-bags, athletic bags, calculators, books) is to be left unattended on the academic floor. Students are expected to put their belongings in their lockers and keep their lockers closed.

## **Tardiness**

Students are considered tardy if they are not in class or have not reported to the Dean of Students by 8:00 a.m., or if they are late to subsequent classes or scheduled school functions. Consequences for tardies will be determined by the appropriate teacher or administrator. If a student is more than 15 minutes tardy to class, he/she will be counted as absent.

## **Automobiles & Parking**

Driving and parking on campus are privileges. Responsible behavior with vehicles is expected at all times. Students who have turned in signed driving permission forms to the Registrar may drive to school and park on campus. These forms are distributed on the first day of school. After receipt of this form, a student is given a numbered electrostatic CDS decal that must be displayed on the right rear windshield of the vehicle. Vehicles without proper identification are subject to tow.

Student drivers are to park only in areas designated. Only seniors may park in the lot adjacent to the Upper School; juniors and seniors may park along the soccer field. Other students may park in the lot closest to Hendersonville Road on the east side of the main parking lot. Seniors arriving after the lots nearest the Upper School are full must park in the main lot. Students may not park in any designated spaces. Violations of this policy will result in the revocation of on-campus parking privileges for a period determined by the Principal or Dean of Students.

Note: The School cannot be responsible for personal property left in cars or damage to cars parked on campus. Student cars may not be parked on campus overnight.

## **Guidelines for School-Sponsored Events**

*(See Page 9 in online PK-12 Handbook.)*

## **Senior Responsibilities & Privileges**

### **SENIOR RESPONSIBILITIES:**

- to provide leadership
- to serve as role models
- to extend friendship to underclassmen

**SENIOR PRIVILEGES:** In recognition of the leadership and responsibility that is provided by the members of the senior class, seniors have the following privileges:

1. Seniors who have been granted senior privileges may leave campus one time per day with permission from the Principal or Assistant Principal. They are to sign out and back in, stating time of departure and specific destination; each senior must sign his/her own name before leaving campus.

2. Seniors will be dismissed first from assemblies and other school gatherings.

3. Seniors are afforded the opportunity to miss up to five days of school to go on college visits and to attend other special events as approved by the Principal or Assistant Principal.

Obviously, if students fail to honor the expectations of senior privileges, the privileges can be revoked.

## **Additional Policies & Programs**

### **Permission for Visitors**

Carolina Day School operates as a closed campus. No student visitors are allowed without permission. All visitors to the Upper School should check-in at the upper school office.

### **Lost & Found**

Valuables such as money and jewelry should be kept by the Registrar in the upper school office. Periodically, lost and found items are placed on display to be claimed. If not claimed, these items are given to charity. Students should have their names marked on items brought to school such as pocket calculators, personal books, etc.

*Large amounts of cash should not be brought to school unless left in the safe in the Business Office. It is better to bring a check than cash.*

### **Textbook Replacement Charges**

Carolina Day School provides students with textbooks, generally at no additional charge. We expect to use a textbook for five years, and when it is issued to the student in August, the condition of the books is noted with one of the four adjectives: new, excellent, good, or fair. When a book has reached “poor” condition, it is replaced.

When the book is returned by the student in May, we expect a normal year’s use and we expect that textbook to be returned in a condition one level lower than its issued condition. However, when there has been excessive wear, extraneous marking, or general abuse resulting in a returned condition lower than expected, the student is assessed a charge commensurate with the returned condition. Those charges are assessed at one-fifth replacement value of the book for each condition level lower than expected. In the event the textbook is lost, the student is assessed full replacement cost for the textbook.

### **Fundraising Policy**

*(See Page 9 in online PK-12 Handbook.)*

### **Problem-Solving Procedures**

*(See Pages 12 in online PK-12 Handbook.)*

Concerns about a faculty member should be addressed to the principal.

## **Arrival & Departure from School, Absence Policy, Illness & Medication, Procedures for School Cancellation**

*(See Pages 3-6 in online PK-12 Handbook.)*

### **Athletics & Physical Education/Wellness**

Based on the belief that physical education makes a significant contribution to the growth and development of each individual, the physical education program is viewed as a valuable and integral part of the total curriculum. Carolina Day School is a member of the Carolina Athletic Association and the North Carolina Independent Schools Athletic Association. Varsity sports are offered for girls in field hockey, volleyball, basketball, soccer, and tennis. Varsity sports for boys include soccer, basketball, baseball, and tennis. Opportunities are also provided for junior varsity teams. Coed teams are fielded in golf, swimming, track, and cross country. Athletics at CDS are supervised after-school activities that are governed by their own rules and regulations adopted by the school administration and athletic staff. Prior to the start of each season, all team members must meet the academic eligibility guidelines.

Evaluation for physical education/wellness consists of a pass/fail grading system. Basic skills tests are given for measurement of proficiency in a particular skill as well as general attitude and daily participation.

Each student who participates in the athletic program must have a complete physical examination performed once a year by his/her physician. Athletic Release Forms are available in the upper school office and should be returned to the upper school secretary.

### **Policy for Participation in Sports & Activities**

To be eligible to participate in any extra-curricular activities, a student must be in attendance for one-half of the academic school day and have maintained a 70 average with no failing grade in the previous semester or quarter. Exceptions to this guideline will be considered on an individual basis by the Principal after consulting with the parents and faculty members involved. Prior to the start of each sports season, all team members must meet either the academic eligibility guidelines or gain a waiver from the Principal. All waivers are limited to a specific activity or sport and are subject to periodic review.

### **Community Service**

The spirit of volunteering is a core upper school value. Although upper school students are not required to participate in community service, the vast majority do. Community service projects give students the opportunity to more fully comprehend the needs of others and to make positive contributions to their community. Community service projects are carried out by each class throughout the school year. Additional projects by individuals or groups are encouraged.

### **Counseling & Guidance**

*(See Page 9 in online PK-12 Handbook.)*

### **Tutoring**

Students are enrolled in Carolina Day School on the assumption that the School can and will give each of them the instruction, support, and understanding necessary for a successful learning experience. Extra help is part of that expectation and will be given as freely and as often as time permits during the regular school day. When it appears that additional help in the form of tutoring is needed, parents may contract for additional tutoring through *The Tutoring Connection*. Generally, it is expected that the tutorial sessions will take place during non-school hours. Tutoring should be undertaken by someone other than the recommending teacher, except when tutoring is needed following an extended absence from school.

## **College Advising**

Guidance for college admission is coordinated by the Director of College Advising. The college counseling process begins during the freshman year and continues until the students receive acceptance notifications in their senior year. Every effort is made to direct students toward institutions that will afford them opportunities to continue to develop their diverse talents and interests. Procedures regarding the application process and financial aid are explained to students and parents at scheduled conferences and school meetings.

Rising juniors will visit a cross-section of colleges on the annual college trip at the end of the sophomore year. Parents or students who wish to arrange interviews at other times should advise the Registrar well in advance of a college visit if a current transcript is desired. Individual college visits are best scheduled when classes are in session.

## **Extra-Curricular Activities**

Upper school students are encouraged to pursue extra-curricular interests and, if enough interest in a particular area exists to form a school club, the student organizer(s) should follow these steps: submit a brief proposal to the Dean of Students which includes (1) the name of the club and a statement of purpose, (2) a tentative membership list, and (3) the signature of a willing faculty sponsor.

Approval for the new student organization will be granted by the Dean of Students and/or the upper school principal. Only clubs and organizations that support the Carolina Day School mission statement will be endorsed.

Community Honor Council  
Debate Team  
Harry Potter Club  
Highlander Society  
International Club  
International Thespian Society  
Math Team  
Mu Alpha Theta  
National Honor Society  
Roots & Shoots  
SADD (Students Against Destructive Decisions)  
SAFER (Students Allied for Environmental Responsibility)  
Science Olympiad  
Ski Team  
Student Government  
Student literary magazine

## **National Honor Society**

The National Honor Society was established in 1921 to recognize and foster academic achievement while developing other characteristics essential to citizens in a democracy. Scholarship, character, service, and leadership are the essential values of the Society. The Carolina Day School Chapter subscribes to the full constitution and regulations of the national organization.

Students with a cumulative GPA of 3.5 are invited to apply for National Honor Society (NHS) membership. Membership is granted to those applicants who demonstrate the qualities of scholarship, service, leadership, and character. Decisions regarding membership are made by the Faculty Council according to guidelines stated in the NHS by-laws.

## **Mu Alpha Theta**

Mu Alpha Theta is the national high school mathematics honor society. To qualify for induction into Mu Alpha Theta, students must have completed four semesters of math, earned no grade below 85 in an honors math course or below 90 in a regular math course, and be currently enrolled in a mathematics course. To remain a member in good standing, all continuing members must enroll in a college preparatory math course their senior year and maintain at least an 85 average in that course.

## **Student Government**

The Upper School Student Council is an elected body whose purpose is to help govern and direct the school. It consists of members from each grade, and a president and vice-president elected by the entire student body. Additional officers are elected within the Council. The Dean of Students and an upper school faculty member advise the group.

Among its responsibilities are a fall orientation for new upper school students, one school event every month, and helping with day-to-day school life through individual and group leadership. The events are generally social or service-oriented and are designed to strengthen school spirit. The Council provides an opportunity for students to participate in specific procedures in government and leadership.

## **Highlander Society**

The Highlander Society is an honorary society of those students who demonstrate a commitment to community service and leadership. To become a member of the Highlander Society, a student must seek opportunities for leadership and demonstrate the qualities of integrity, honesty, sincerity; accumulate 100 hours of community service; and maintain satisfactory academic performance.

## **The Old North State**

Carolina! Carolina! Heaven's blessings attend her  
While we live we will cherish, protect and defend her.  
Though the scorners may sneer at and wailings defame her  
Still our hearts swell with gladness whenever we name her.

Hurrah! Hurrah! The Old North State forever!  
Hurrah! Hurrah! The good Old North State.

Then let all those who love us, love the land that we live in  
As happy a region as on this side of heaven.  
Where plenty and peace, love and joy smile before us  
Raise aloud, raise together the heart-thrilling chorus.

## **Upper School Division Parent Meeting Information**

### **Upper School Co-Vice Presidents**

**Nancy Baker (684-8781)**  
nancybaker312@yahoo.com

*and*

**Maureen Watkins (966-9494)**  
maureen.k.watkins@gmail.com  
maur@citcom.net

**Upper school parent meetings are held the second Wednesday  
of each month at 8:15 a.m. in the Student Center.**

### **Meeting Dates for 2010-2011**

**September 8**  
**October 13**  
**November 10**  
**December 8**  
**January 12**  
**February 9**  
**March 9**  
**April 13**