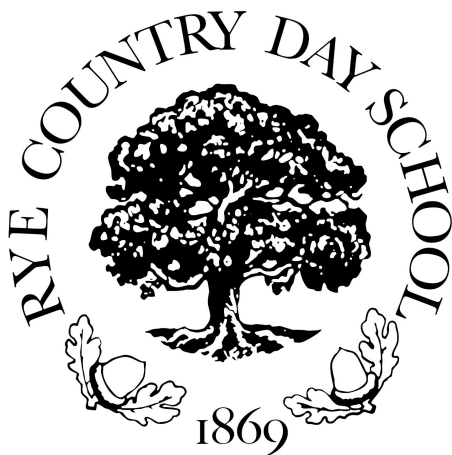


MIDDLE SCHOOL

Parent-Student Handbook



2019-2020



**MIDDLE SCHOOL
PARENT - STUDENT HANDBOOK**

2019 - 2020

Middle School

(914) 925-4571 (Office)

(914) 921-2360 (Fax)

MiddleSchoolOffice@ryecountryday.org

www.ryecountryday.org

Rye Country Day School seeks diversity in all aspects of school life. The School admits students of any race, color, religion, disability, gender identity, sexual orientation, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, religion, disability, gender identity, sexual orientation, national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.

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MISSION STATEMENT

Rye Country Day School is a coeducational, college preparatory school dedicated to providing students from Pre-Kindergarten through Grade 12 with an excellent education using both traditional and innovative approaches. In a nurturing and supportive environment, we offer a challenging program that stimulates individuals to achieve their maximum potential through academic, athletic, creative, and social endeavors. We are actively committed to diversity. We expect and promote moral responsibility and strive to develop strength of character within a respectful school community. Our goal is to foster a lifelong passion for learning, understanding, and service in an ever-changing world.

CORE VALUES

R – RESPECT AND RESPONSIBILITY

C – COMMITMENT TO PERSONAL & ACADEMIC EXCELLENCE

D – DIVERSITY WITHIN AN INCLUSIVE COMMUNITY

S – SERVICE

RCDS DIVERSITY MISSION STATEMENT

At Rye Country Day School, we believe that diversity is the existence of human variety. As such, each one of us is diverse in multiple ways and in a variety of contexts. We recognize diversity as including, but not limited to, differences in ability/disability, age, ethnicity, family structures, gender, geographic origin, life experiences, physical appearance, race, religion, sexual orientation, and socioeconomic status.

As educators, we are committed to creating and sustaining a school community that is diverse and inclusive, one in which all members can participate fully and maximize their potential. We believe that only an inclusive school community can be equitable and just.

We are proactive about teaching our students the importance of diversity and inclusion in an increasingly interconnected, multicultural, and ever-changing world. As we prepare our students for leadership in the world beyond Rye Country Day School, we are responsible for teaching them how to communicate with and be respectful of others—beginning with those in our school community and extending to those who live beyond our nation’s borders. Every global citizen should be able to thrive in a diverse and interconnected society.

Our commitment to inclusion enriches our community with diverse ideas and perspectives. Students grow and flourish in this type of environment, where they can safely explore their individual identity while developing and exercising strength of character, healthy self-esteem, and confidence.

Through our commitment to diversity and inclusion, we strive to be good role models for the individuals in our care so that their present and future actions and choices may positively impact the world.

PUBLIC PURPOSE MISSION STATEMENT

Since 1869, Rye Country Day School's motto "Not for Self, But for Service" has been integral to the culture of the School. The Rye Country Day School philosophy states, "A superior education embraces the concept that to educate is to do more than to teach." Through service learning, we will provide transformative educational opportunities that prepare our students to be responsible citizens with an ethic of service and empathy for our shared human experience. We believe that meaningful and mutually beneficial partnerships emanate from a curriculum enhanced by community engagement. Rye Country Day School's sustained commitment to making a positive impact on the community and contributing to the common good defines our public purpose.

SUSTAINABILITY MISSION STATEMENT

The RCDS community, in conjunction with the expressed mission of Rye Country Day School, exists to foster understanding of our world around us, to act in accord with our school motto, "Not for Self, But for Service," and to promote moral responsibility as citizens of the planet. The long-term goals of the sustainability committee are to create a climate of environmental awareness and to help students understand that they can effect positive and lasting change in the world by becoming lifelong stewards of our planet.

STATEMENT OF PHILOSOPHY

A superior education embraces the concept that to educate is to do more than to teach. We regard the student as a whole person and seek to assist each in fulfilling his or her potential for personal growth by providing an environment that nourishes cultural, social, and physical needs, as well as moral and ethical sensitivities, thus helping our young men and women to define an image of themselves that they can accept and respect.

Academically, the School offers a comprehensive program enabling our students to think independently, to write and speak with clarity, and to appreciate the values and joys of the humanities, the arts, and the sciences. We hope that our students will graduate from Rye Country Day School with a feeling of self-confidence and pride in their particular talents, capable of attending the colleges of their choice and well prepared for what lies ahead.

It is our belief that the education of young people should encompass cultural, athletic, and communal experiences that stress the responsibility of each individual for the life and spirit of the whole community, resulting in a graduate able to face the world with confidence, to compete effectively, and to contribute meaningfully to society.

Rye Country Day School's objectives are pursued by dealing with students as individuals, nurturing their abilities, challenging each to do his or her best, and offering a multitude of opportunities for academic, cultural, and personal growth. Rye Country Day School strives to celebrate the individual and to provide a substantive, stimulating college preparatory education for a diverse group of intelligent young men and women in an atmosphere that cultivates and challenges the varied potential of all students.

MIDDLE SCHOOL PHILOSOPHY

The Middle School offers a challenging and joyful experience that supports students along their journey from dependent to independent learners. Our multifaceted and evolving program fosters perseverance and promotes balance for healthy development. By modeling empathy and cultivating responsibility, we encourage our students to be good citizens and advocates, engaged in the world around them and ever mindful of the experiences and needs of others.

**RYE COUNTRY DAY SCHOOL
2019-2020 GOVERNING STRUCTURE**

Board of Trustees

Ms. Andrea Sullivan – President
Dr. Nina Cheigh – Vice President
Mr. Gregg Felton – Treasurer
Ms. Blanca Hirani – Secretary

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Mr. Brad Asness
Ms. Susan Bao
Ms. Jennifer Blake
Mr. Ashok Chachra '95
Ms. Hillary Comora '91
Mr. Tyler Dickson
Ms. Sarah Dodds-Brown '91
Mr. Edward Dunn '83
Mr. William Featherston
Ms. Leigh Geller
Ms. Michelle Kroin
Mr. Michael Lazar '87
Ms. Tina Mathias
Ms. Laura Mattson
Mr. Eric Medow
Ms. Blair Metrailler '96
Mr. Thomas Nichols
Ms. Patty Perez
Mr. Juan Pujadas
Mr. Jonathan Resnick '85
Mr. Fernando Rivas
Dr. Cindy G. Roskind '90
Mr. Jeffrey Talpins
Mr. Andrew Wallach

Alumni Board President

Mr. Scott Weiss '96

Parents Association President

Ms. Rosa Perkins

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Mr. Frederick A. Klingenstein (1968-1981) (TE 1990)

Ms. Carmen Ribera-Thain '75 (1998-2004) (TE 2004)

Mr. Edward B. Dunn (1979-1993) (TE 2014)

Mr. Michael C. Murr (1989-1997) (TE 2014)

Mr. Edgar Wachenheim III (1983-1993) (TE 2014)

RCDS PARENTS ASSOCIATION OFFICERS

Rosa Perkins, President

Jodi Buchbinder, Vice President

Allyson Kim, Treasurer

Liz Roddy, Secretary

DIVISION COORDINATORS

Carrie Berg, Lower School

Kelly Mulderry, Middle School

Susan Cohen, Upper School

PRINCIPAL'S INTRODUCTION

Dear Middle School Students and Families,

A hearty welcome to the 2019-2020 academic year!

As I write every year, Middle School is a time of vibrant possibilities, when young adolescents are in the midst of rapid physical, cognitive, and social-emotional growth. Over the course of this school year and every year they spend in the Middle School, our students will face new challenges, take on new responsibilities, learn to manage new freedoms, and explore their strengths, their passions, and their world. They also will get to know new teachers and advisors who find pure joy in educating, guiding, supporting, and encouraging them.

We know that Middle School students find the most success in school when a code of behavior and a set of standards exist to guide them. This handbook outlines the overall guidelines and policies of the School and serves as a source of information regarding student life at RCDS. We encourage you to familiarize yourself with its contents, as the information contained herein will be useful to both students and parents throughout the year.

Should you have any questions about the contents of the handbook, or about anything related to the Middle School, please do not hesitate to get in touch with us. We are eager to work with you. Here's to the promise of new beginnings, fresh starts, and the continued growth and development of our students as learners and citizens!

Sincerely,

Meredith J. deChabert
Middle School Principal

SCHOOL ADMINISTRATION

Headmaster

Scott A. Nelson, M.S., 1993

Assistant Head of School; Middle School Principal

Meredith deChabert, Ph.D., 2005

Upper School Principal

Jonathan Leef, M.A., 2018

Lower School Principal

Barbara Shea, M.A.T., 1991-2014, 2016

Director of Admissions

Matthew Suzuki, M.Ed., M.A., 2003

Director of Advancement

Lynette Gioffre, M.A., 2014

Director of Athletics and Physical Education

Wendy Jo Haft, M.S., 1998

Director of College Counseling

Jeffrey Bates, M.A., 2007

Director of Diversity and Inclusion

Alikhan Morgan, M.S.Ed., 2013

Director of Finance

Robert Z. Brody, C.P.A., B.A., 2000

Director of Health and Wellness

Priya Singhvi, M.S., 2019

Director of Information Technology

Andrew Gillies, B.A., 2000

Director of Public Purpose

Rebecca Drago, M.Ed., 2018

Director of Strategic Initiatives and Marketing

Eliza McLaren, M.A., 2007

MIDDLE SCHOOL ADMINISTRATION

Principal

Meredith deChabert, Ph.D., 2005

Assistant Middle School Principal; Dean, Grade 6

Betsy Stedman, M.A.T., 1996

Dean, Grades 7 and 8

Ellen P. Cartwright, M.A.T., 2000

Dean, Grades 7 and 8

Matthew Rosolen, M.A., 2000

Dean, Grade 5

Brian O'Callaghan, M.A., 2004

INITIATIVE LEADERS

Director of Academic Technology

Katie O'Shaughnessey, M.A., 2016

Director of Diversity and Inclusion

Alikhan Morgan, M.S.Ed., 2013

Coordinator of Global Studies

Daniel Murray, M.A., 2013

Director of Health and Wellness

Priya Singhvi, M.S., 2019

Director of the Institute for Innovative Teaching and Learning

Eliza McLaren, M.A., 2007

Director of Public Purpose

Rebecca Drago, M.Ed., 2018

Coordinator of STEAM

Catherine Bischoff, M.S., 2001

Director of Sustainability

Kerry Linderoth, M.A., 2012

RESOURCE PERSONNEL

Director of Student Support Services

Debra Pager, Ph.D., 2002

Middle School Counselor

Carrie Donahue, M.S.W., 2006

Study Skills Program Coordinator

Ellen P. Cartwright, M.A.T., 2000

Middle School Learning Specialist

Elizabeth Jelliffe, M.A., 2013

Head Nurse

Nancy Gordon, M.S.N., 2001

Nurse

Gayle Reagan, R.N., 2018

Nurse

Rebecca Tenney, R.N., 2018

MIDDLE SCHOOL ADMINISTRATIVE SUPPORT

Administrative Assistant

Lorraine Brimat-Smith, B.A., 1999

MIDDLE SCHOOL FACULTY & STAFF

Art

Eric Drotch, M.F.A., 2017, Department Chair
Casey Hallen, M.A.T., 2012
Chris Kaye, B.F.A., 2014
Susan Keown, M.A., 2011

Classics

Sarah Danziger, Ph.D., 2008, Department Chair
Beatrice DeSabatino, M.A., 2012
Sarah Flynn, M.A., 2013

Computer Science

Katie O'Shaughnessey, M.A., 2016, Department Chair
Gail Sestito, M.A.T., 2018

Drama & Dance

Jay Gerlach, B.A., 2011, Department Chair
Kate Henerey, M.A., 2018, Drama
Alikhan Morgan, M.S.Ed., 2013
Jac-que Robinson, 2006, PAC Technical Director
Ashley Zanon, B.A., 2013, Dance

English

Iain Pollock, M.F.A., 2015, Department Chair
Anne Alexander, M.A., 2003
Virginia M. Black, M.A., 1978
Meredith deChabert, Ph.D., 2005
Ryan Horton, M.P.S., 2010
Erin McDonald, M.S., 2007
Tamara McKenna, M.A., 2011

Humanities

John D. Flynn, M.A., 1993, Department Chair
William Colombo, M.S., 2018
Ron Hanlon, M.A., 2007
Kyle R. Mitschele, M.A.T., 2001
Julie Nunez, M.S.Ed., 2019
Brian O'Callaghan, M.A., 2004

Library

Maegen Rose, M.L.I.S., 2018, Middle School Librarian

Manual Arts

Stephen Tofano, M.S., 1998

Mathematics

Susan L. Peck, M.A.T., 2008, Middle School Department Chair

Dallice Lazarus, B.A., 1998

Ofelia Rodriguez-Marquez, B.S., 2012

Matthew J. Rosolen, M.A., 2000

Heather Russell, B.A., 2008

Betsy Stedman, M.A.T., 1996

Juliana Killip, B.S. 2018, Middle School Teaching Fellow

Modern Languages

Margaret Parker, Ph.D., 2012, Department Chair

Esther Camacho, M.A., 2013, Spanish

Dong Dong Huang, M.D., 2007, Mandarin Chinese

Lizanne Rosenzweig, M.B.A., 2004, Spanish

Lyvia Sage, 2011, French

Catherine Scher, M.A., 1994, French

Timothy Silverman, M.S., 2010, Spanish

Music

Mary L. Marcell, M.M., 1992, Department Chair

Peter Coulianos, B.F.A., 2002

John Hager, B.M.Ed., 2000

John Ragusa, B.S., 2016

Keith Burton, M.M., 2011

Science

Charaun Wills, M.A., 2010-2012; 2014, Department Chair

Mark Bortner, M.A., 2005

Kerry Lindereth, M.A., 2012

Marcia Mignon, M.S., 2001

Amanda Sackey, B.A., 2013

Brandon Saltz, M.A., 2015

Gail Sestito, M.A.T., 2018

Technology

Andrew Gillies, B.A., 2000, Director of Technology

Stephanie Melgar, A.A., 2011, Computer Technician

Physical Education/Athletics

Wendy Jo Haft, M.S., 1998, Director of Athletics and PE
Georgette Summers, B.S., 2000, Assistant Athletic Director
Jenny Smith, M.A. Ed., 2012, Coordinator of Physical Education, K-12
Heidi Southard, M.S., 2011, Head Athletic Trainer
Giovanni D'Onza, M.S., 2019, Assistant Athletic Trainer
Alin Andre, M.A., 2011
Elizabeth Bennett, B.A., 2016
John Calandros, M.S., 2007
Gil Castagna, B.S., 1979
Breann Joyce, B.S., 2017
Richard Knazik, M.A., 2003
Theodore J. Lawrence, M.S., 1996
Alex Langorhorst, B.S., 2011
Ray McGhee, M.S., 2000
Uchechi Charles Ogbonna, M.A., 2011
Amanda Popoli, M.A., 2019
Ashley Zanon, B.A., 2013

ADMINISTRATIVE RESPONSIBILITIES

The **Principal** is responsible for overseeing all aspects of the daily operation of the Middle School and for establishing policies that will enhance students' educational opportunities. Areas of responsibility include, but are not limited to, monitoring the curriculum, faculty evaluation, advisor/advisee placement, the calendar, and providing assistance to students, faculty, and parents. The Principal will follow the progress of students, handle all major disciplinary issues, and, when necessary, arrange for additional parent/teacher conferences.

The **Assistant Principal** will work with the Principal to oversee all aspects of the daily operation of the Middle School. The Assistant Principal will assume the duties of the Principal in the event of her absence. The Principal and the Assistant Principal will monitor all areas of the curriculum, including coordination with the Upper and Lower School curricula. Along with the Deans, the Assistant Principal will oversee disciplinary issues and the organization of special Middle School events.

The **Deans** are available to provide personal support and guidance to students during the school day. Along with the Principal, Assistant Principal, and the student's Advisor, the Deans will monitor a student's progress, review reports, and handle disciplinary problems. The Deans will organize class events and activities that will build cohesion in the grade and help students to have an enjoyable and productive year.

The **Advisor** is the student's advocate and the person on whom the student relies for support. The student should go first to his or her Advisor with any academic, social, or personal problems. In Grade 5, the homeroom teacher acts as the Advisor to all students in that homeroom. In Grades 6 through 8, each Advisor is assigned multiple advisees; two or three Advisors and their advisees form a homeroom. Students meet with their Advisors each morning during homeroom and during Advisor periods. Advisors meet with parents on Conference Day to review each student's progress.

COMMUNITY EXPECTATIONS – MAJOR POLICIES

BULLYING POLICY

Rye Country Day School considers any form of bullying—physical, verbal, written, or emotional—to be harassment, and thus inappropriate behavior that will be dealt with most seriously. This policy applies at school, and at all school-sponsored and affiliated events. Please note that the School’s policy stated below covers all forms of bullying.

Definition – Bullying is the creation of a hostile environment by conduct or verbal threats, intimidation or abuse that has or would have the effect of unreasonably and substantially interfering with a student’s educational performance, opportunities or benefits, or mental, emotional, or physical well-being; or conduct, verbal threats, intimidation or abuse that reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety.

Such conduct, verbal threats, intimidation, or abuse includes but is not limited to conduct, verbal threats, intimidation, or abuse based on a person’s actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, sex, or any category protected by law. Prohibited conduct includes but is not limited to:

- Epithets, slurs, quips, or negative stereotyping that relate to any of the categories above;
- Physical threats such as hitting, shoving, spitting, or punching;
- Verbal bullying such as name calling, put-downs, threats, or spreading rumors or lies;
- Social shunning that purposely leaves someone out of school activities or team sports;
- Hazing;
- Cyberbullying, including electronic comments posted in emails, instant messages, blogs, or social networking sites such as Facebook, Instagram, or Twitter, etc.

This list is not all-inclusive. Other unwelcome acts of an offensive nature may also constitute bullying.

Reporting – The School encourages all members of the school community to report all incidents of bullying, regardless of who the offender may be. The School will take prompt, reasonable action to prevent, investigate, and remedy bullying. Any student who believes that he or she has been the victim of bullying shall report the incident(s) to the Principal, Assistant Principal, Grade-Level Dean, Advisor, Counselor, School Nurse, or School Psychologist (the “Point Persons”). The student may also speak to the offender directly, if

comfortable doing so, and request the bullying stop. Any parent who believes a student has been or is being bullied by another student or by a school employee, or any parent who has witnessed an incident of bullying by another student or by a school employee may also report the incident(s) to one of the Point Persons. Any School personnel who observe instances of bullying should also report to a Point Person.

Investigations and Discipline – The School will promptly investigate any allegations of bullying brought to the attention of a Point Person. An investigation may involve interviews with the complainant, the alleged offender, and others. It may include outside investigation or other methods. Any student found to have engaged in bullying shall be subject to appropriate disciplinary action, which may include suspension or expulsion. Any school employee found to have engaged in bullying shall be subject to appropriate disciplinary action, which may include probation, suspension, or termination of employment.

The School recognizes that false accusations of bullying can cause serious harm to innocent persons. Although the School encourages complaints made in good faith, if an investigation reveals that a student or parent knowingly or maliciously falsely accused another of bullying, the School will take all appropriate action.

No Retaliation – There will be no retaliation against any person who submits a complaint in good faith or who assists in providing information about a complaint. If the facts and the results of the investigation substantiate the complaint, then the appropriate corrective and/or disciplinary action will be taken.

STUDENT SEXUAL HARASSMENT POLICY

Students at Rye Country Day School have the right to feel safe and respected and to learn in an environment that is free from sexual harassment. This policy applies at school and at all school-sponsored and affiliated events. It applies to sexual harassment between students and between adults (teachers, administrators, and staff) and students. Romantic or sexual relationships between adults (teacher, administrator, or staff member) and students are expressly prohibited.

Definition of Sexual Harassment – Sexual harassment may include unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature. Examples of the type of behavior that may constitute sexual harassment include demands for sexual activity; sexual flirtations, advances or propositions; sexual innuendoes or suggestive jokes; comments of a sexual nature to describe an individual or an individual's body; unwelcome physical

contact such as touching, pinching or brushing the body; any type of coerced sexual activity; displays of sexually suggestive objects or pictures; and obscene gestures or materials. This list is not all-inclusive. Other unwelcome acts of an offensive nature may also constitute sexual harassment.

Reporting – The School encourages all members of the School community to report all incidents of sexual harassment, regardless of who the offender may be. The School will take prompt, reasonable action to prevent, investigate, and remedy the harassment. Any student who believes that he or she has been the victim of sexual harassment shall report the incident(s) to the Principal, Assistant Principal, Grade-Level Dean, Advisor, Counselor, School Nurse, or School Psychologist (the “Point Persons”). Any parent who believes a student has been or is being sexually harassed may also report the incident(s) to one of the Point Persons.

Investigations and Discipline – The School will promptly investigate any allegations of sexual harassment brought to the attention of a Point Person. An investigation may involve interviews with the complainant, the alleged offender, and others. It may include outside investigation or other methods. Any student found to have engaged in sexual harassment shall be subject to appropriate disciplinary action, which may include suspension and possible referral to law enforcement.

The School recognizes that false accusations of sexual harassment can cause serious harm to innocent persons. Although the School encourages complaints made in good faith, if an investigation reveals that a student or parent knowingly or maliciously accused another falsely of sexual harassment, the School will take all appropriate action.

No Retaliation – There will be no retaliation against any person who submits a complaint in good faith or who assists in providing information about a complaint. If the facts and the results of the investigation substantiate the complaint, then the appropriate corrective and/or disciplinary action will be taken.

STUDENT BEHAVIOR

A primary concern of the School's administration is the health, welfare, and safety of all members of the Rye Country Day School community—students, faculty, staff, and administration. Any student whose behavior on or off campus jeopardizes the health, welfare, or safety of any individual at the School or the reputation of the School may be subject to immediate disciplinary action, which could include expulsion. The School reserves the right to dismiss any student from the School when, in the opinion of the Principal and Headmaster, such action would be in the best interest of the student or the School.

CONDUCT EXPECTATIONS

The School requires that all students behave properly and strive to make positive contributions to the RCDS community through kindness, respect, and courtesy to others. Parents will be informed of any unacceptable conduct. The following contributions are considered essential by the administration and faculty:

- Students must be **courteous** at all times to all members of the School community. "Hello," "Excuse Me," "Please," and "Thank You" are phrases that students should use liberally in their school life.
- Students must be **respectful** of the school community, the seriousness of its purpose, and all of its members in classrooms and hallways, on school grounds, and online. All students must avoid disturbing others and the property of others. Voices should be kept at moderate levels, and at no time should a student speak or act in a manner that demeans another student, group, or the school community at large.
- Students are expected to exhibit **responsible** conduct commensurate with their developmental level. It is assumed that each student takes responsibility for his or her actions in all areas of school life, from conduct during the school day to off-campus conduct that reflects on the student's role in the RCDS community.
- Students are expected to behave in ways that promote **safety** for themselves and others. Horseplay, roughhousing, and other forms of physical contact can quickly become dangerous or escalate into aggression. They are, therefore, not permitted. Additionally, skateboarding on campus is forbidden.
- Students are expected to be **truthful** in dealing with themselves, each other, and Rye Country Day School.

IMPROPER CONDUCT

The following will be treated most seriously by the School and are subject to disciplinary action:

Injury To Others

Action that leads to the injury of another member of the school community will be subject to disciplinary consequences. While the intention of an act leading to injury will be a consideration in the disciplinary action taken, the act itself will be considered a major violation of a school rule.

Threatening Others

Any action or comment that can be interpreted by the Dean, Assistant Principal, or the Principal as being of a threatening nature will be subject to disciplinary consequences.

Weapons

No student may have in his or her possession at School or at any school related activity any firearms, knife/pocket knife, ammunition, explosive devices (including fireworks), or dangerous weapons (including any air or CO₂ cartridge BB guns, etc.). Violators will be subject to serious disciplinary action, including expulsion.

Destruction Of Property

Actions that lead to the defacement, destruction, or disappearance of property belonging to the School or to members of the school community will be subject to disciplinary consequences.

Students should be aware that the School has 31 security cameras that monitor and record activity in outdoor spaces, including all parking lots at all times.

OFF CAMPUS BEHAVIOR

Any student whose behavior on or off campus jeopardizes the health, welfare, or safety of any individual at the School or the reputation of the School may be subject to immediate disciplinary action, which could include expulsion.

SCHOOL BUS BEHAVIOR

Inappropriate behavior exhibited while riding on school buses to or from school, as well as on school trips, will be subject to disciplinary consequences. The School will cooperate with the bus companies and local school districts to ensure safe conduct on these vehicles. Middle School students may not use their laptops on school buses.

SNOWBALLS AND SNOW THROWING

Students will refrain from throwing snow or snow balls on or near campus or during school trips. Students who throw snow will receive a Saturday detention.

RYE COUNTRY DAY IS A SMOKE-FREE CAMPUS

Smoking and “vaping” are prohibited in the buildings, on the grounds, or in the immediate vicinity of the School, including downtown Rye. Students are not permitted to smoke or “vape” on school trips or at any school function. Infractions will be met with serious disciplinary action. The same rule applies to e-cigarettes, cigars, chewing tobacco, and snuff.

DRUGS AND ALCOHOL

Alcohol and other drugs of any kind, except those prescribed by a doctor and administered by the School Nurse, are prohibited in the buildings, on the grounds, or in the immediate vicinity of the School, including downtown Rye.

Any student who is discovered to be involved with alcohol or other drugs of any kind during the school day or while engaged in a school activity, on or off campus, will be subject to serious disciplinary action, which may, even on a first offense, lead to expulsion. If the school chooses to allow a student to remain, substance abuse counseling may be required. These regulations remain in full effect on all school trips, including those that occur over a vacation.

Consideration will be made for any student seeking help to address a substance abuse problem prior to a disciplinary infraction. Students seeking help should speak to the Principal, Assistant Principal, Middle School Counselor, School Nurse, or a Dean.

ALCOHOL–NEW YORK STATE LAW

New York State Civil Law

1. Under General Obligation Civil Law Section 11-100, any person who is injured by an intoxicated or impaired minor may sue whoever knowingly provided the alcohol to the youngster for whatever damages may have occurred.
2. Although it is legal for a parent or guardian to serve alcohol at home to his or her child who is under 21, the parent or guardian may still be sued under the Social Host Law if the child inflicts injury that may be linked to such alcoholic consumption.
3. It is a Class B Misdemeanor in New York State for a person to serve or allow to be served alcohol to persons under 21 years of age. See Penal Law Section 260.20. Penalties may include up to three months imprisonment and a \$500.00 fine.

New York State Criminal Law – Forged Identification

1. It is a Class D Felony in New York State for a person to possess a forged or altered driver's license. See Penal Law Section 170.25, Criminal Possession of a Forged Instrument in the Second Degree. Penalties may include between 1 – 7 years in prison and a fine in excess of \$1,000.
2. It is a Class A Misdemeanor in New York State for a person to possess a forged or altered student identification card. See Penal Law Section 170.20, Criminal Possession of a Forged Instrument in the Third Degree. Penalties may include between 15 days and up to 1 year in prison and a fine of up to \$1,000.

Parents who choose to serve alcohol to students or who allow students to bring alcohol to their homes should understand that this is in direct violation of Rye Country Day School's strongly held beliefs, the School's policies, and New York State law. The School reserves the right to not re-enroll the children of parents who serve alcohol to underage students.

ACADEMIC INTEGRITY

Rye Country Day School is dedicated to creating an environment that fosters intellectual growth through independent thinking and the free exchange of ideas. It expects students, faculty, and staff to be truthful and to show respect for others. All members of the RCDS community share the responsibility for developing and maintaining this climate of inquiry, integrity, and trust. Students are expected to deal openly and honestly with other members of the community in both academic and non-academic situations.

Definitions

In all of the situations listed below, *it is the action, not the intent*, of the student that will be considered.

Cheating: The act of wrongfully using or attempting to use unauthorized materials, information, study aids, ideas, or work of another in order to gain an unfair advantage. Cheating includes, *but is not limited to*:

- giving aid to another student on tests, quizzes, assignments, or examinations that is not permitted;
- using or consulting materials that are not permitted (such as cheat sheets/crib notes);
- using equipment or devices on tests, quizzes, assignments, or examinations that are not permitted (such as information stored in calculators);
- failing to adhere to a teacher's specific directions with respect to the terms of academic integrity or academic honesty;
- collaborating with other students on assignments, tests, or essays unless a teacher has specified to do so.*

Plagiarism: Copying work in any medium and submitting it as your own. (For example, handing in another student's work or purchasing/taking papers from the Internet.) Students must show appropriate documentation for the following:

- any direct quotation from another source, including, but not limited to, the written or spoken word;
- any statement of fact that is not common knowledge available to any reader;
- any developed idea or plan of organization or concept derived from any other person or taken from another author or source;
- any diagram, image, data, equation, illustration, or audio/video clip copied from another source.

*The RCDS Academic Integrity Committee thanks Duke University for allowing it to use sections of Duke's statement on cheating and related offenses in creating the Definitions Section above.

All students should refer to the most current edition of *The MLA Handbook*, which explains a standard form for acknowledging sources and references.

Cheating and plagiarism will be subject to disciplinary consequences, including, but not limited to, a zero on the assignment, a meeting with the Dean and Principal, and notification of the student's parents. Multiple offenses will have more serious consequences.

Inappropriate Tutorial Assistance

It is, at times, part of the learning process for students to receive assistance outside of school, either from professional or other more experienced individuals. Such aid is inappropriate and falls under the definition of cheating when the student cannot explain the terms, ideas, and concepts used and/or the writing is sufficiently different from other work by that student that he or she could not possibly duplicate it.

LAPTOP PROGRAM AND TECHNOLOGY

Students in Grades 7 and 8 are required to have their own laptop computers. These students are able to access the Internet via the School's wireless system. Students in Grades 5 and 6 use the School's computer facilities. All students are given a Google account in order to access the Google Suite for Education.

TECHNOLOGY USE POLICY FOR STUDENTS

Rye Country Day School provides students with access to its computer systems for education-related purposes only. The School requires at all times that all members of the school community use computer systems in a safe, responsible, appropriate, and legal manner. The same rules and customs that guide behavior without computers apply when using computers. The goal of the Technology Use Policy is to maximize opportunities for all members of the school community to carry out school-related technology work and communication responsibly in an environment free from inappropriate distraction. **Each year students and their parents will be required to submit a signed Technology Use Policy acknowledgement form to the Middle School Office by the Friday after Labor Day.**

Students must be aware that privacy is NOT guaranteed when using the School's computers, computer systems, or network. The School's technology resources, including e-mail accounts and computer servers, are the property of Rye Country Day School. The School reserves the right to monitor and access these resources, including e-mail, deleted e-mail, password protected files, Internet site access logs, and the downloading and printing of documents, to ensure that users are using the system responsibly. The School also has the right to access these resources to investigate any situation involving information stored or transmitted over the School's computer network.

Appropriate Communications

- Students must use electronic mail (e-mail), Internet access, and any other computer communication only for legitimate and responsible interaction with students, faculty, administrators, and the outside world. Rude, abusive, offensive, threatening, harassing, or otherwise inappropriate language or content is not permitted. Students must always be aware of the tone of their e-mail communications. E-mail used in a frivolous manner is similarly not permitted. Students must not use the School's computers, computer systems, or Internet connections to access any inappropriate sites or communicate any inappropriate information.

- If a student receives any rude, abusive, offensive, threatening or harassing e-mail messages or other communication, he or she must immediately report this situation to one of the deans or the division principal.
- Students must not access or use another person's e-mail account under any circumstances.
- Any potentially disruptive electronic communication, such as instant messaging or infrared communications involving one or more students in a class, is not allowed.
- Each RCDS student in grades 7-12 will be given an RCDS e-mail account and should check it for school-related communication at least once during the school day.
- Students must keep individual passwords confidential at all times. Passwords should never be shared with other students.
- Students must never attempt to bypass any security system of the School's computer network.
- A student must never provide any personal information about himself or herself, or another member of the school community in any electronic format that might threaten his or her well-being, the safety of other individuals in the community, or the safety and reputation of the School.
- When communicating over the Internet with other individuals, students must always exercise caution about the identity of any unknown individuals. Students must remember that unknown individuals involved in e-mail communications may not always be who they claim to be.
- Students should not e-mail or post on websites, blogs, or any other public or private Internet sites any inappropriate, sexual, or graphic material that might be offensive to others or embarrassing to the School.
- Students must not use the School's network to access personal social media or other non-school internet accounts.
- Students must not download or e-mail music files or any other large, copyrighted information through the School's network unless such files are obtained legally and are being used for a school-related project.
- Students must not use the School's network to send chain letters, spam, anonymous e-mails or solicitations.
- Students must comply with all copyright laws, including using only legally purchased or licensed software on computers. If a student is not sure about copyright restrictions, he or she must check with a faculty member or librarian.

- When information travels over a computer network, whether the Internet or the School's network, it may leave a permanent record. The content of each student's account is archived and thus remains available for years. Students must exercise caution to avoid using computers in any way that may threaten the current or future reputation of the School or any member of the school community, including themselves.
- Since most laptop computers and cell phones now have built-in digital cameras, students are never allowed to use these devices at any time in the School's bathrooms or Athletic Center locker rooms.
- Laptops and cell phones must not be used to make audio recordings without the consent of those who are being recorded.

ACCESS TO INFORMATION

The Internet

Between 8:00 a.m. and 5:00 p.m. on school days students may use the School's Internet connection only for research or information gathering that is directly related to academic assignments or extracurricular projects supervised by RCDS faculty. Other uses of the Internet, including illegally downloading larger music or video files, hinder those using the School's Internet connection for legitimate academic purposes.

While the School uses Internet filtering software to block offensive materials that have no relevance to school courses or activities, this filtering software does not block every objectionable site on the Internet. Students must not access any Internet site that contains inappropriate information, including but not limited to pornographic, violent, or offensive materials. If a student inadvertently accesses an inappropriate site, he or she must click off from that site immediately and report the site to a teacher or Computer Department personnel.

Private Information

People are generally aware that attempting to break into or enter locked or private rooms or containers is a serious infraction with serious consequences. Attempting to break into or enter locked or private areas of computer systems, such as e-mail accounts or password-secured sites, is no different and constitutes a very serious violation of other people's privacy.

- Students may access only those files that belong to them or that they are certain they have permission to use. Any student caught accessing, or attempting to access, computer files belonging to other people will be treated in the same way as a student caught trying to break into or looking through a filing cabinet, desk, or locked room with private or confidential information.

- Students may only store files related to formal school courses or activities on school servers. Games, music, commercial software, graphic, video and other files that are not for a school project or formal activity may not be stored on school computer systems.

Protecting an Academic Environment

- Students must make sure that they follow the School's Academic Integrity Policy and properly document any information that is taken from the Internet and submitted as part of their coursework.
- Students must not display on their computers or computer screens any inappropriate slogans or designs, such as vulgar or profane language or the suggestion thereof or anything that may be taken as degrading to a gender or race, religious, or ethnic group; a person's sexual orientation; or any other constituency of the school population. Slogans and images involving references, subtle or otherwise, to alcohol, drugs, tobacco, and sex are also forbidden.
- Using laptops or school computers to play a game is forbidden during school hours unless the game is part of a class assignment or official school activity.
- Students are not permitted to watch feature films, television shows, or other commercially produced material during the school day unless the material is part of a class assignment or official school activity.
- Sound must be turned off unless the computer is being used with sound in class. During free periods, Upper School and eighth grade students may listen to audio files on their computers by using headphones.

Equipment and Resources

- Students must not do anything, including downloading viruses, that could damage the School's computers, computer systems, and network.
- Students are required to bring their laptops to class when a teacher tells them in advance to do so. Students must ensure that their laptops are fully charged, functional, and able to connect to the Internet.
- Students may only print one copy of a document. They must make photocopies when they need additional copies. Any printed document must be retrieved by the student doing the printing.

Enforcement

Any student who is aware of any problem with the RCDS computer network or computer systems or who knows of any misuse of the School's computer network or systems must immediately report such information to the Computer Department, a Dean, or the Principal.

Access to RCDS computer systems is a privilege, not a right. Violating the letter or spirit of Rye Country Day School's Technology Use Policy may be cause to limit or deny a student's access to the RCDS computer systems and may result, even on a first offense, in disciplinary action up to and including suspension or expulsion. In addition, students and their parents must understand that computer use involving illegal activity will also be reported to the appropriate legal authorities.

DISCIPLINARY SITUATIONS

DETENTION: Detentions are warranted in a number of day-to-day situations, and they may be given by a member of the faculty, the Dean, the Assistant Principal, or the Principal. Detentions will be served the next school day during either Flex time or lunch. Saturday morning detention will be arranged between the Dean and parents.

WARNING: The Middle School Administration will monitor the disciplinary records of each student in the Middle School. A student in a disciplinary situation may be given a warning.

Students on Warning

1. may not be allowed to participate in overnight school trips.
2. may (at the Principal's discretion) not be permitted on day trips, including the seventh and eighth grade End of the Year Celebration.
3. may not run for elected office in the Student Government or serve as an elected member of the Student Government for the remainder of the academic year.

DAY OF REFLECTION: In certain situations, the Middle School Principal may require a student to spend a day at home reflecting on specific behavior. Upon returning to school, the student will meet with the Principal and the Headmaster to discuss this reflection and receive a warning for a specified period of time.

MORE SERIOUS DISCIPLINARY CONSEQUENCES

SUSPENSION: When a student receives a suspension, he or she may not come to school for classes or extracurricular activities or participate in school events during the period of suspension. Following a conversation with the student's parents, the Principal will send a letter to the family regarding the reason for and the terms of the suspension. A sealed copy of this letter will be placed in the student's file and be referenced should future disciplinary issues occur. Upon return to school from the suspension, the student will meet with the Principal or Headmaster. If asked about a student's disciplinary record while the student is still enrolled in the Middle School, the School will communicate when and why a student served a period of suspension. The reporting of Middle School suspensions does not follow students into the RCDS Upper School.

DISCIPLINARY PROBATION: Probation carries all of the restrictions of warning, but probation is a "reportable" category. A family will be notified in a letter from the Principal regarding the reason for and the terms of the probation. A sealed copy of this letter will be placed in the student's file and be referenced should future disciplinary issues occur. If asked in the future about a student's

disciplinary record, the School will communicate when and why a student served a period of disciplinary probation.

Notification to Schools: In general, Rye Country Day School reserves the right to treat disciplinary cases as in-house matters. However, there are circumstances when other educational institutions will be notified of a student's disciplinary status. When a Rye Country Day School student is applying for admission to another middle school or high school, and that educational institution asks about probation-level or higher offenses on a student's record, we expect our students to answer those questions honestly, even if that offense occurred early in the student's middle school career. If the information is asked of the School, we will answer those questions.

Dismissal or Withdrawal Following a Disciplinary Situation: When a student is dismissed from school or withdraws following a disciplinary situation, he or she loses many of the privileges that are extended to members of that student's class. The student will not be allowed to attend class trips or extracurricular activities, including dances and other school-sponsored social events, and in the case of an eighth grade student will not be allowed to attend the graduation of his or her class. Students no longer enrolled at RCDS will continue to be able to attend sports or other school events and will be able to attend other graduation ceremonies (if, for example, a sibling is graduating in another year or in another division). Any exceptions to the above policy will be decided by the Headmaster.

GUIDANCE FOR MAINTAINING APPROPRIATE BOUNDARIES BETWEEN STUDENTS AND EMPLOYEES

The following guidance is designed to ensure that appropriate boundaries between students and employees are maintained. This guidance supplements, and does not replace, other rules and policies set forth in the Employee Handbook. Because it is impossible to anticipate all potential situations, the information below is described as “guidance” rather than “rules” or “policies,” because there may be occasions in which exceptions are permissible, though any exceptions should truly be rare and easily justifiable.

In addition, the guidance below is intended to provide examples of the type of situations in which employees need to be conscious of maintaining boundaries with students. It is not an exhaustive list of such situations, and all employees need to exercise careful judgment in any situation involving students to ensure that proper boundaries are maintained.

Employees of the School:

- Should not engage in any type of behavior that might have the appearance of impropriety if observed by others.
- Should avoid being alone with a student. For example, employees should not be alone with students in a non-public space or inside a room with a closed door. Coaches and other athletic staff should not be alone with a student when engaging in otherwise permitted physical contact such as when teaching a skill. It is understood that teachers may meet with their students for educational purposes outside of classroom time and that some of those meetings will involve one-on-one meetings. Such private meetings with a student should, whenever possible, occur in a public space or in a room or office with the door open or in a place where the meeting is visible from the outside.
- Should not discipline students in any physical manner.
- Should not lavish attention on a particular student, including giving inappropriate gifts.
- Should not converse with students about their sexual lives except for an educational, health, or safety-related purpose, nor should they reveal details of their own sexual lives or romantic relationships to students.
- Should not reveal other inappropriate details about their personal lives to students.
- Should not inappropriately “hang out” with students outside of school or spend an inordinate amount of time “hanging out” with students even inside school. Adults at the School should always remember they are not the students’ “friends” and therefore should not be engaging in peer-like behavior with the students.
- Should never provide alcohol or drugs to a student, nor permit a student to drink or use drugs in his or her presence. An employee should never drink or use drugs in the presence of a student, except on the rare occasion of a school-sponsored event at which the school provides alcohol to adults in attendance. Needless to say (but said here for emphasis), any such drinking should be in moderation.
- Should not have extended physical contact with a student. Any such contact should be limited to a supportive, congratulatory, or quick hug, arm squeeze, or pat on the back. If a student engages in repeated and/or prolonged physical contact with a school employee, the adult in question should clearly and firmly discourage such behavior, and if the student persists, the adult should involve a supervisor to assist him or her in handling the situation.
- Should not engage in physical horseplay, roughhousing, or other inappropriate physical games with a student.
- Should not direct a student to keep a secret from, or not share information with his/her parents or other School employees.

- Should not tutor a student in the student's home without the student's parent or guardian present. In addition, school employees should not tutor students in the employees' homes unless another adult is present and the student's parent/guardian has given permission.
- Should not allow students to ride in the employees' personal cars without written (e-mail will suffice) permission from a parent/guardian and approval from the appropriate school principal. In addition, employees should not ride in students' cars.
- Should not be present at a student's home when a parent/ guardian/ caregiver/ babysitter is not present, whether for a social gathering or otherwise. In addition, employees should not invite students to their homes without approval from the appropriate school principal and written parental/guardian consent (e-mail can suffice). An employee should never have only one student alone at his or her home, nor should they have students to their home at all unless there is another adult present.
- During any and all overnight trips and sleepovers, should not be alone with a student in his or her room, should sleep in a separate room, should not invite a student to sleep in their room, and should not be inside a student's room when a student is sleeping or changing.

Anyone who believes a boundary has been crossed should bring such information to the appropriate school Principal, who will then be responsible for addressing it with the employee who may have crossed a boundary. Information that a boundary may have been crossed that comes to the attention of the School will be followed up on by others, including the Headmaster and communicated with the student's parent(s) or guardian(s). Oftentimes, boundaries are crossed inadvertently and require nothing more than a reminder to the employee to maintain a boundary in the future. Other times the crossing of a boundary is indicative of a more serious problem and may indicate an inappropriate relationship.

These boundary guidelines are not applicable if the employee is the parent, guardian, or sibling of the student in question.

COMMUNICATION

Communication With The School

All divisions of the School can be reached through the Rye Country Day School switchboard (914-967-1417), which is open from 8:00 a.m. to 7:00 p.m.

Headmaster's Office	921-4250
Assistant Head of School	925-4613
Middle School Principal	925-4613
Middle School Assistant Principal	925-4561
Dean, Grade 7/8 Boys	925-4557
Dean, Grade 7/8 Girls	925-4410
Dean, Grade 6	925-4561
Dean, Grade 5	925-4416
Middle School Counselor	925-4574
Health Office	925-4552
Director of Diversity and Inclusion	925-4595
Director of Financial Aid	925-4569
Director of Public Purpose	925-4792
Director of Student Support Services	925-4568
Lower School Office	925-4572
Middle School Office	925-4571
Upper School Office	925-4596
Development Office	925-4524
Business Office	925-4522
Admissions Office	925-4513
Athletic Department Office	925-4545
Summer School	925-4511

The School wishes to facilitate communication between parents and members of school staff in every way possible. If parents have questions or concerns about an academic issue, they should try to contact the student's advisor, teacher, or the grade-level dean in terms of the appropriate sequence of action. As a matter of courtesy and consideration, parents are encouraged not to telephone members of the faculty at their homes, except in an emergency, and rather to try to make contact with the advisor or teacher during school hours. Most faculty maintain offices at school, and their direct phone numbers may be found in the RCDS directory.

Telephone and E-mail

You may leave a message for faculty members by directly calling their voicemail at the School. Should you choose to communicate with faculty via e-mail, the address is First name_Last name@ryecountryday.org. Please recognize that faculty may not be able to listen to or read messages until the end of the school day. In general, faculty are expected to respond to phone calls and e-mails by the next business day.

Messages for students will be forwarded to the student's respective Dean. The Dean will do his or her best to make sure the student receives the message. This may be difficult for the Grade 7 and 8 Deans to do with messages delivered after 2:10 p.m., because students in these two grades are at Sports. **Parents must call the Middle School Office by 1:00 p.m. to ensure receipt of all messages by all students.**

EMERGENCY PREPARATION

Rye Country Day has a thorough Emergency Preparation Plan that includes procedures for mid-day emergency dismissals from school for snow, extended power outages, and other unexpected events. If there is the need to implement the emergency dismissal procedures, families will be contacted (parent/guardian or emergency contact) to inform them of the emergency dismissal and to confirm the plans for transportation from school. No student will be dismissed from school during an emergency dismissal without such contact and confirmation.

CANCELLATION OR DELAY OF SCHOOL

When circumstances such as snow, ice, or other emergencies make it necessary to cancel a school session, faculty, staff, and families will be informed by an automated telephone call and e-mail message. In addition, there will be a message posted on the RCDS website (www.ryecountryday.org) by 6:30 a.m. if school is closed or opening is delayed. Emergency closing information will be broadcast/posted as follows:

Internet: www.ryecountryday.org

www.WHUD.com

www.News12.com

www.wfasam.com (go to Storm Center and enter “Rye”)

Television: Cable Channel 12 Westchester

Radio: WFAS (White Plains) 1230 AM and 103.9 FM

RCDS Snow Emergency Hotline: 967-1417, press 5

Please do not call the Headmaster or the Rye Police Department. If in doubt, parents should check the RCDS website for updated information. In the event that individual local public school districts are closed because of inclement weather, bus service from those districts to Rye Country Day School will not be available.

For a one-hour delayed opening of school, the Middle School homeroom period will begin at 9:05 a.m. For a two-hour delayed opening of school, the Middle School homeroom period will begin at 10:05 a.m.

RCDS HEALTH INFORMATION

It is essential for all parents to cooperate fully with the School's procedures with respect to matters of health. A statement concerning the School's policy and requirements is sent to all parents in the spring of each year. RCDS health forms are available on the Magnus Health Portal and must be completed by the family and their physician. Non-RCDS health forms are also accepted as long as they contain the necessary information. Please note that it is necessary for a Health Report to be submitted to Magnus, the RCDS online health system, every year for each student. Parents must access their student's Magnus account annually and answer the questions therein.

Students whose Health Reports are not received may not be able to attend school. Your attention is called specifically to the requirements for boys and girls who wish to participate in interscholastic team sports. No student will be permitted to attend physical education classes or practice with a team until the Health Report has been submitted to the School.

Students in Grades 9 through 12 who have pre-season practice must submit their completed Health Reports to Magnus by August 1. Additionally, parents of students in Grades 7-12 must submit **Interval Health** reports online before the Fall, Winter, and Spring athletic seasons. Magnus will contact parents about the deadlines concerning this New York State requirement.

The School administers screening examinations for vision and hearing, but the responsibility for being informed as to the condition of the child's vision and hearing rests with the parent. The School does, of course, report to parents when it appears evident that a child suffers from poor vision or poor hearing. Screening for Scoliosis by your child's pediatrician is necessary for girls in grades 5 and 7 and for boys in grade 9 and must be documented on the Health Report. All Pre-K students must have a documented lead level with the date it was done on their health report.

Diagnosis or treatment of health conditions is not the School's responsibility. If your child is injured during a school program, first aid will be administered, and if necessary, your child will be taken to the Emergency Room at a local hospital. Following emergency first aid, the student is placed under the parents' care, and the responsibility for subsequent treatment rests with them.

If your child becomes ill during the school day, school personnel will telephone you. If your child's physical education program is to be restricted for more than one week, this situation should be confirmed in writing by the examining physician and forwarded to the School Nurse.

The School Nurse must be informed whenever a student is on medication. If medication is to be taken during school hours, it should be given to the School Nurse for distribution to the student. Students are not permitted to carry and/or administer their own medication at school (including cough drops). Students who use an inhaler and have written permission by their parent, physician, and School Nurse to self-administer it may carry and use the inhaler independently at school. All medications, including nonprescription drugs, given in school shall be prescribed by a licensed prescriber and given to the School Nurse in a properly labeled original container accompanied by a doctor's note.

All contagious diseases must be reported to the Health Office by the parent as soon as a diagnosis is made. If your child should develop a contagious illness, such as a strep or staph infection, bacterial conjunctivitis, a viral illness such as fifth's disease or coxsackie, or mononucleosis, please notify the School Nurse immediately. Please be aware that your child must be on medication for some infections for 24 hours and be fever-free for 24 hours before returning to school. A doctor's note may be required before your child returns to school. In addition, all students ***must remain home for 24 hours*** after any episodes of fever, diarrhea, or vomiting.

If absent for one week, your child will need a doctor's note to return to school. A doctor's note is also required for a child to participate in athletics if the child has sustained an injury.

Immunizations

Immunization Requirements: For entrance into school, the New York State Department of Health requires:

<i>Vaccines</i>	<i>Pre-K</i>	<i>Kindergarten-5</i>	<i>Grade 6-11</i>	<i>Grades 12</i>
DTaP/DTP/T DAP	4 doses	4 to 5 doses	3 doses	3 doses
TDAP	N/A	N/A	1 dose	1 dose
Polio (IPV/OPV)	3 doses	3 to 4 doses	3 to 4 doses	3 doses
MMR	1 dose	2 doses	2 doses	2 doses
Hepatitis B	3 doses	3 doses	3 doses	3 doses
Varicella	1 dose	2 doses	2 doses	1 dose
HIB	1 to 4 doses	N/A	N/A	N/A
PCV	1 to 4 doses	N/A	N/A	N/A
MCV4	N/A	N/A	Grade 7, 8, 9 & 10: 1 dose	2 Doses Grade 12 (2nd dose after age 16)

Scoliosis screening: Girls grades 5 and 7; boys grade 9.

Weight Status Category (BMI %)

* It is mandatory that an updated vaccine record be submitted annually with the health form. Alternatively, the provider may write the vaccine dates on the health form.

FOOD

Rye Country Day School is committed to providing a safe and healthy learning environment for all students. In order to ensure that such an environment exists at school, it is imperative that the RCDS community be aware of and sensitive to various food allergies that are life-threatening to some students, faculty, and staff. The School's food service, Flik, does not use any nuts or nut by-products in its preparation of meals. All food and beverages must remain in the Dining Room. Students are not allowed to take food out of the Dining Room. The School's food service provides nut-free snacks each day, including after Middle School athletic contests.

Special Events and Birthdays

Baked goods for a student's birthday in school can be ordered from the School's food service, Flik, by submitting an order form, which will be available online, to the Middle School Office. This baked goods order form must be submitted one week in advance of the birthday celebration. **No home-baked or store-bought baked goods are allowed to be brought in.**

TRANSPORTATION

The School does not provide transportation for students to and from school, nor can it assume any responsibility for this function. Parents who use buses, car pools, or taxis in transporting their children to and from school are responsible for all arrangements and should exercise such supervision of the details as is necessary. **Due to safety concerns there is to be no drop-off or pick-up of students on Grandview Avenue or in the Cedar Street driveway.**

Parents who intend to use public school transportation for their children should remember that applications for such transportation must be filed with the local school districts no later than April 1, in most cases, for the next school year. Because the School does not have a contractual relationship with bus companies, should a problem develop relating to bus transportation, the parent should contact the local Board of Education or the private transportation company directly. Only students registered in a district can avail themselves of the bus service. **Students having playdates with friends who take a bus cannot ride on that bus if they are not registered bus riders in that district.**

Transportation by Bus: There will be morning drop-off and afternoon (3:25 p.m.) bus pick-up beginning the first full day of classes in front of the Athletic Center. Faculty members are assigned to supervise the bus dismissal routine. **Students riding the morning bus should ask the driver how to identify the bus in the afternoon (bus number, company name, driver's name). For the**

safety of children, parents must notify the Middle School Office whenever there is a change in a pick-up routine.

It is expected that all students will conduct themselves in a safe and proper manner while riding on school buses to and from school, as well as on school trips. The School will cooperate with bus companies and local school districts to ensure safe conduct on these vehicles. A student may be suspended from riding the school bus for a period of time should his or her behavior warrant it.

Transportation by Bicycle: We urge all parents whose children ride bicycles to and from school to discuss carefully with their children the rules of traffic and the safe operation of bicycles. They should stress the fact that bicycle riders must obey the same rules and respect the same signs that apply to automobile drivers. Bicycle riders should also wear protective helmets. When bicycles are at school, they should be parked in the bicycle racks behind the Pinkham Building and should be securely locked.

Transportation by Train: Regardless of whether students arrive from the North or South, they are to exit the station area from the school side, not the town side of the station. They are to walk through the underpass (of I-95), and immediately turn right on the sidewalk up the Cedar Street hill and cross Cedar Street at the crosswalk. At no time should students be climbing the hills around the train station or walking along the Boston Post Road. All students **MUST** travel directly from the train station to the School.

Students Who Walk to School: Parents and guardians must provide written permission to the Middle School Office if they wish for their child(ren) to walk to and from school. The Middle School does not allow students to walk into the town of Rye at dismissal from Monday through Thursday unless a parent or guardian has given that student written permission to do so. All Middle School parents and guardians are asked to please inform the Middle School Office if there is a need for their child(ren) to walk into town on a day other than Friday.

No Idling

In accordance with the Rye City Code, RCDS has a policy of “No Idling” for more than three minutes.

DAILY ROUTINES AND GROUND RULES

The RCDS Middle School is a place where students are challenged, supported, and educated in a positive and caring community-oriented atmosphere. Continued attendance at RCDS requires that students understand and adhere to the following guidelines.

Attendance

The academic day begins from the time the student arrives at school and continues until the student is dismissed from his or her last school commitment. The school day begins at 8:05 a.m. **Dismissal for Grades 5 and 6 is 3:15 p.m. Dismissal for Grades 7 and 8 is 3:25 p.m.** Attendance is updated at the end of each day to accurately reflect each student's presence on campus. It is very important that Middle School students meet all obligations promptly, and all students are expected to arrive on time. Lateness and early dismissals should be avoided. **Continued lateness will result in disciplinary action, which will include detention.** The School assumes responsibility for the supervision of students only during regular school hours on scheduled school days. Students should not be in the buildings at any other time except by arrangement or for scheduled activities. The School provides as careful supervision of access to and exit from the buildings and school property as circumstances will permit.

Absence

Parents should call the Middle School Office or e-mail MiddleSchoolOffice@ryecountryday.org by 8:30 a.m. each day their child is absent. Absence caused by a communicable disease must be reported to the Health Office as soon as a diagnosis is made. In the event of an emergency, an explanation of the emergency must be given to the Principal by phone or in writing at the earliest convenience. Extensions of vacation periods for family convenience or family trips are not considered emergencies; resulting absences will be treated as unauthorized absences.

In the case of unauthorized absences, teachers are under no obligation to allow students to make up missed work or to give extra help. At the discretion of the teacher, unauthorized absences may result in a zero on all class work and tests. Unauthorized absences include extending the vacation period by leaving early or returning late from a vacation.

A student who misses more than ten percent of the class meetings in one course during a trimester may meet, at the request of the teacher, with the Principal, the Advisor, and the teacher to determine whether credit may be given for the course and whether the lack of attendance warrants a "U" grade or an incomplete.

Assignments When Absent

Homework assignments are distributed to students in advance on assignment sheets and posted to Haiku, the RCDS Learning Management System. **If a student is absent, it is preferable that he or she check Haiku or call a classmate to get specific assignments. If a student is absent for more than one day, parents or guardians may call the Middle School Office or the Dean by 10:00 a.m. to request homework and to make arrangements to pick up material that is not available on Haiku.** Students will be given time to make up homework and tests when they return from their absence. **At no time will teachers accept homework that has been faxed into the School.**

Lateness

Parents or guardians should call or e-mail the Middle School Office by 8:30 a.m. if their child will be late for school. Upon arrival, the child must sign in at the Middle School Office.

Late Arrival after 9:30 a.m.

Students arriving after 9:30 a.m. may not participate in extra-curricular activities such as rehearsals, games, concerts, or plays during or after school on that day. Any exceptions to this policy must be cleared by the Principal well in advance.

Early Dismissal

If a student must leave school because of an illness, the Health Office will call a parent or guardian and ask that someone pick up the child. If a student must leave for a medical, dental, or other appointment, an e-mail, phone call, or note from a parent or guardian must be given to the homeroom teacher or to the Middle School Office; the note/message should specify if and when the child will return to school. **In the interest of safety, all students who leave school during the school day must be signed out by a parent or guardian at the Middle School Office.** If the student returns to school, he or she must sign in at the Middle School Office upon arrival.

When there is a 12:00 p.m. Lower School and a 12:30 p.m. Middle School dismissal, Middle School students with Lower School siblings may join their Lower School siblings for the noon dismissal so as to necessitate only one pick-up time for both students.

Early Dismissal from Sports for Students in Grades 7 and 8: Students who are leaving school between 2:10 and 2:30 p.m. must go to the Sports Exempt study hall. Students who are leaving school between 2:30 and 3:15 p.m. must go to sports, but they do not have to change into PE clothing. All students leaving early must be signed out by a parent or guardian at the Middle School Office.

Late Dismissal

If it is necessary for a student to wait at school after the regular dismissal time (Grades 5 and 6, 3:15 p.m.; Grades 7 and 8, 3:25 p.m.), an e-mail, a note, or a phone call from a parent or guardian must be made to the Middle School Office.

The student must report that day to the Homework Center on Mondays - Thursdays until 5:00 p.m. or to the Athletic Center on Fridays. Requests for such arrangements should be kept to a minimum. After 5:00 p.m. on Mondays - Thursdays or at 3:30 p.m. on Fridays, students whose rides pick them up late will be directed to the Athletic Center foyer, and they should be collected there. **Students are not allowed to sit in the Middle School hallways to wait for their rides after 3:30 p.m.**

HOMEWORK CENTER

The Middle School Homework Center begins in mid-September and is open Monday through Thursday from 3:30 to 5:00 p.m. The supervisor of the Center maintains a quiet work environment and answers general homework questions, although the Center is not designed to be a tutorial program. Students must have written permission from a parent or guardian to work in the Homework Center. Whenever necessary, students who are remiss in completing assignments will be required to stay at the Homework Center for several afternoons in order to complete their work. The Dean will notify parents of this requirement.

If school needs to close early due to inclement weather or other conditions, Homework Center will be canceled for that day. During the school year, it may be necessary to cancel Homework Center in order for all teachers to attend a full faculty meeting. Parents will be notified of this through E-Notes.

PRESENCE ON CAMPUS

Middle School students are not permitted to leave the campus without permission during the school day for any reason. The school day is defined as the time of arrival on campus until the end of the student's final commitment that day. For example, if a student has a 3:30 p.m. athletic competition, then the school day is extended until the end of that competition, and all school rules apply. Similarly, a student who arrives at school at 7:30 a.m. becomes subject to the rules and regulations at that time. If a Middle School student must leave campus, he or she must have the written permission of a parent or guardian and must be signed out at the Middle School Office by an accompanying adult. Students returning to school during school hours must sign back in at the Middle School Office.

Policy for Participation in Dances and Other School Social Events

1. All students who come to a dance or school-sponsored social event will remain at the event for its duration. If a student leaves, under no circumstances will that student be readmitted. If a student wishes to retrieve something from his or her car, a chaperone at the event will escort that student to the car and then back to the dance or event.
2. If a student appears to be under the influence of drugs or alcohol at the dance or school-sponsored social event, parents will be called, and the student will be required to leave the dance or event immediately accompanied by his or her parent. Being under the influence of drugs or alcohol is against the law. Students may be subject to search and/or breathalyzer. In addition, school rules will apply, and the student will be subject to disciplinary action.
3. Middle School dances and school-sponsored social events are only for current Rye Country Day School Middle School students. Guests are not allowed.
4. Any student caught smoking or in possession of tobacco or tobacco products on school grounds or at school-sponsored events, on or off campus, will be subject to the School's disciplinary process.
5. Students must be present at school by 9:30 a.m. on the day of the dance or school-sponsored event in order to attend. Any student not present by 9:30 a.m. may be excluded from the dance or school-sponsored social event unless arrangements have been made with the Middle School Principal.

EDUCATIONAL PROGRAM

Academic Expectations

RCDS is a college preparatory school; each student is expected to devote himself or herself to the academic requirements set forth by the School. Continued attendance at RCDS depends upon the student's maintaining what is, in the opinion of the School, a satisfactory academic level of achievement.

All students in the Middle School take courses in English/Language Arts, Mathematics, History/Social Studies, Science, and Foreign Language. Students are placed in classes by the Principal and Assistant Principal after careful consideration of all factors that affect the educational development of the individual student. Recommendations of past teachers, class balance, social traits, and previous record are factors that are evaluated. Parents are asked not to request the assignment of their children to specific sections or teachers but to accept the School's professional decision as to appropriate placement.

Homework Policy

Homework Philosophy: The RCDS Middle School believes that homework is essential to fostering students' independent learning. In all grades, homework is assigned for a number of reasons: to reinforce classroom content, to check for students' understanding of the material, and/or to afford students an opportunity to practice skills learned in class. Homework may also be assigned so that students can preview material before a lesson (for example, a reading assignment that will be the basis of the next day's lesson). In all cases, students are encouraged to work through the homework independently and to the best of their ability using the strategies that they have been taught. Given the purposes for which homework is assigned, all homework is either checked and/or incorporated into classroom lessons each day.

Homework Completion Times: We understand that our Middle School students lead busy lives outside of school, but we ask that parents help students achieve balance in their lives by ensuring students have the time available in their schedules to complete their homework. The time expectations for homework completion differ at each grade level and in each course. In Grades 5 and 6, the completion of homework assignments averages about 60 to 80 minutes. The time commitment increases to approximately 120 to 150 minutes in Grades 7 and 8. At any grade level the time that it takes for a student to complete homework will vary depending on the individual child.

2/3/4 Policy: A student may have no more than two assessments in one day, no more than three assessments over two consecutive days, and no more than four assessments in one week (Monday through Friday).

Assignment Sheets: Assignment sheets for the week will be posted on Haiku by class time on Monday of each week. Changes to assignment sheets must be posted by 2:00 p.m. on the day of the change, and changes are limited to one change per week.

Assigned Reading: Any reading assigned should be able to be completed within the recommended amount of time *for the average student* in the class.

Homework Adjustments: Teachers will consult the test calendars when planning assignment sheets, and they will lighten their homework, as much as possible, when assessments are scheduled.

No Homework Days: Teachers may opt to assign no homework approximately once per week, if possible, given the demands of the curriculum. Homework is not assigned before holidays.

No Friday Homework: Students in grade 5 will have no homework on Fridays and no Monday assessments. Students in grade 6 will have no homework on Fridays and no Monday assessments until after winter break (except reading in LA and drop days for science and social studies).

Grading And Assessment Philosophy

Why We Assess: Assessment serves a number of important functions in the Middle School, the most valuable of which inform instruction. Assessments help teachers and students gauge whether they are meeting curricular goals by providing a framework for students to demonstrate and apply what they have learned and for teachers to assess whether students are learning what teachers are teaching. Assessments also help teachers gauge what students know before, during, and after learning specific material. They allow teachers to measure student progress over the course of the academic year, as well as provide feedback for teachers to target topics for re-teaching or extra help. By informing instruction in these ways, assessment helps prepare our students for the next level of learning.

Assessment, as an extrinsic motivator in the Middle School, also serves as an incentive for students to study, develop, and improve. Different kinds of assessments hold students accountable for their learning until their motivation for learning becomes intrinsic. Assessment also provides a venue for students to develop a sense of accomplishment and gain confidence as learners.

How We Assess: A wide variety of types of assessment help teachers and students to achieve specific learning goals. It is important to note that teachers use both formative and summative assessment in gauging student progress. Formative assessments are low stakes, ongoing types of assessment that can be

used to monitor student progress at any given point. Summative assessments are medium to high stakes tools that evaluate student learning at a natural mid- or end point of an instructional unit. In the Middle School, we aim to strike a balance between formative and summative assessment. Our goal is to offer enough formative assessments so that evaluation is not unhealthily stress inducing.

Formative	Both Formative and Summative	Summative
Diagnostic tests/quizzes Pop quizzes Short writing Class discussion Oral interviews Q&A Observations Games, puzzles Surveys Homework checks Binder checks Exit passes/slips; entry slips	Short quizzes Creative writing Presentations Projects – individual and group Science labs Problem sets Class work Demonstrations Student self-evaluation Debates Artistic creations Performances – skits, scenes, rehearsals, plays, concerts	Tests Quizzes Analytical writing – essays, research papers, etc. March Exams (grades 7 and 8)

There is no ideal range of weight for each type of assessment, except for the general rule that summative assessments often weigh more than formative assessments. Each academic department is encouraged to engage in annual, ongoing discussion about learning benchmarks for each grade level in the Middle School and how each should be weighed. Department-based grading exercises (e.g. reflection on how one grades and what it shows one values versus what the department values) help to ensure that teachers are using comparable grading methods in order to balance teacher autonomy and equity for students. Middle schoolers perform best when they know what is expected of them, so departmental conversations about what is being evaluated through assessment are key.

Assessment Frequency: All grades in the Middle School follow the 2-3-4 rule when it comes to summative assessment. The policy states that a student may have no more than two assessments in one day, no more than three assessments over two consecutive days, and no more than four assessments in one week (Monday through Friday). The types of assessment that fall under the 2-3-4 rule include tests, quizzes, essays/reports/papers, projects, and presentations, all of which require advanced preparation outside of class.

Formative assessment in the Middle School happens frequently, if not daily. Because each grade level in the Middle School is developmentally unique, each grade level team has a particular approach to summative assessment that is appropriate for the students in that grade. In terms of frequency, summative assessment happens every two to three weeks in all grades.

Assessment Design: Independent school teachers benefit from a healthy sense of autonomy in curriculum and pedagogy, and assessment design is no exception. In the Middle School, grade level teams are encouraged to engage in annual, ongoing discussion about assessment design, similarities, and differences across subjects. The amount of information covered, the types of questions/problems, the length of responses, point values, partial credit, directions, and age-appropriate academic press are all topics that are discussed. For courses that have multiple teachers in a given grade level, teachers coordinate on assessment design so that the expectations for students in a given grade are comparable. Departments are also encouraged to help teachers within each department with types of questions, progression of level of difficulty, and use of common language.

GRADING AND REPORTING SYSTEM

In each academic class, grades are primarily based on student comprehension of course content as demonstrated through tests, quizzes, written and oral exercises, projects, and presentations. A student is expected to participate in a positive and cooperative manner and to be punctual and prepared for each class.

The Middle School report card provides two different grades for students in their academic classes: an achievement grade and a homework grade. The achievement grade is based on formal assessments, projects, and essays, and it is the grade that is entered onto the student's official Middle School transcript. The homework grade is based on the student's completion of homework. For specials classes (e.g. band/chorus, shop, art, computer, etc.), the achievement grade reflects a student's level of effort and participation, and homework grades are reported only when appropriate.

A checklist and a narrative comment for all classes accompany each set of grades. The checklist reports on "behaviors that promote learning," with the aim of providing a clear presentation of how a student approaches his or her class work each day. Listening respectfully to teachers, managing materials, remaining on task, working well within groups, and seeking help when necessary are valued student behaviors that serve our students well when they become everyday practices. The responses used in the checklist are **Frequently, Sometimes, Rarely, and Not Applicable.**

The letter grades below represent the following:

- **E = EXCELLENT** (90% - 100%) The student's performance in all areas of the course is outstanding.
- **G = GOOD** (80% - 89%) The student's achievement is of substantial quality in relation to the course standards.
- **HP = HIGH PASS** (70% - 79%) The student has displayed competency in the course.
- **P = PASS** (60% - 69%) The student has met the minimum requirements of the course.
- **U = UNSATISFACTORY** (below 60%) The Student has failed to meet the minimum requirements of the course.
- These grades are for nonacademic subjects and physical education.
 - **S = Satisfactory** **U = Unsatisfactory**

Progress reports are written three times a year: late November (first trimester), early March (second trimester), and June (third trimester and year). In between these reporting times, a student's progress is closely monitored. If a student is having difficulty, parents can expect to be contacted by the teacher, the Advisor, or the Dean.

If, at the midpoint of a grading period a student is averaging a low HP or any grade in the P or U range, the student's parents will be notified via e-mail by the student's teacher.

CONTINUATION OF SCHOOL DURING EXTENDED CLOSINGS

In the event of an extended school closing (two or more consecutive days), academic teachers will post an announcement on their Haiku pages by 9:00 a.m. for students/parents with an assignment for each day school is closed. Work may include the following: completion of assigned homework, practice problems, reading and note taking, guided reading questions, writing and revising, worksheets, a video-based activity or exercise, a web-based activity or exercise, or work in Google Docs.

CONFERENCES

At the beginning of the school year, every Middle School student's Advisor will contact the advisee's parents for the purpose of introductions, answering questions, setting goals, and helping with the beginning of school transition. At the end of the first trimester, parents, Advisors, and students in Grades 6, 7, and 8 will meet to review the first trimester reports. Because students in Grade 5 are new to the Middle School, they will not be present when parents and Advisors meet to discuss the first trimester reports. Appointments for Conference Day are scheduled by the School several weeks in advance. During the year, additional conferences may be arranged when necessary. Parents are encouraged to call their child's Advisor or Dean if they feel the need for such a conference.

FOREIGN LANGUAGE

Students in Grade 5 continue the language studied in Lower School. In Grade 6, students must choose either French, Latin, Mandarin Chinese, or Spanish and must continue the study of their language of choice through the completion of Grade 8. Successful completion of the Foreign Language studied in Grades 6, 7, and 8 will satisfy, in most cases, the first level Foreign Language requirement in the Upper School.

ELECTIVES

In Grades 5 and 6, students take a variety of non-academic courses, including chorus, band, shop, art, library, drama, and computer. In Grades 7 and 8, students choose from various elective offerings such as chorus, band, ceramics, art, digital photography, shop, computer, and theater workshop.

STUDENT SUPPORT

Counseling Support

The Middle School Counselor is a clinical social worker focused on the social, emotional, and educational development of all RCDS middle school students.

The Counselor's responsibilities include:

- individual short-term counseling;
- referrals to professional resources outside of school;
- collaborating with and supporting teachers and Advisors, as part of the Middle School administrative team;
- supporting families in crisis;
- creating and implementing the SEEK Curriculum for grades five through eight;
- planning student/parent programming related to the developmental stages of middle school learners.

Learning Support

Additional support for students beyond what they receive in the classroom is determined by the Principal, Assistant Principal, Grade-Level Dean, Advisor, Counselor, and Learning Specialist. A student may be assigned to a Learning Specialist during a study hall period or non-academic time to address areas of needed support. If a student is seen by a Learning Specialist, communication will be ongoing between the Learning Specialist, the student's grade-level team, and the student's parents or guardians. The goal of learning support services is to quickly help a student with relatively minor learning issues to master the skills needed to function independently throughout middle school. Students with more involved difficulties may be referred for an outside evaluation and/or more intensive remediation.

Director of Support Services

The Director of Support Services is the head of the department and works closely with the counselors and learning specialists to make sure that all students' needs are being met.

ACCOMMODATIONS

Rye Country Day School (the "School") aims to support students with disabilities while maintaining the School's high standards. The School offers reasonable accommodations to students with learning and other disabilities in accordance with the Americans with Disabilities Act of 1990, as amended (the "ADA") and New York State and City law. While certain accommodations are possible, the School has limited capacities and resources. All requests for accommodations will be considered on a case-by-case basis by the Accommodations Team (the "Team").

What is a Disability?

This Policy does not apply unless a student has a limitation that is defined as a "disability" in compliance with the ADA. Disabilities are physical or mental impairments that substantially limit one or more life activities of the student. The student must be qualified to meet school standards with or without reasonable accommodation.

Physical impairments include physiological disorders and conditions, cosmetic disfigurement, or anatomical loss. The physical impairment must affect one or more body systems such as neurological, musculoskeletal, special sense organs (e.g., vocal cords, soft palate, or tongue), respiratory, cardiovascular, reproductive, digestive, genitourinary, hematic, immune, circulatory, lymphatic, skin, and endocrine systems. Simple physical characteristics, such as left-handedness or the color of one's eyes, hair, or skin, are not physical impairments. Mental impairments include mental or psychological disorders, such as emotional or mental illness and organic brain syndrome. Specific learning differences or disorders, such as attention deficit disorder and attention deficit hyperactivity disorder, only sometimes meet the definition of disability under this Policy. Disadvantages attributable to environmental, cultural, or economic disabilities that do not otherwise meet the definition of disability are not disabilities, nor are common personality traits such as poor judgment and quick temper.

A disability also must substantially limit a major life activity. Major life activities include such activities as caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, sitting, reaching, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, interacting with others, and working. A determination regarding the existence of a "substantial limitation" is made by comparing the person contended to be disabled to most people in the general population. Disabilities are assessed by comparing to most people in the general population the condition under which the individual performs the major life activity; the manner in which the individual performs the major life activity; and/or the duration of time it takes the individual to perform the major life activity or for which the individual can perform the major life activity.

There are certain times in a child's development when learning disabilities tend to appear: when students are learning to read, when students are reading to learn, and in early adolescence when students encounter new challenges. It is less common for a learning disability to be diagnosed for the first time in high school. Also, please keep in mind that long-range studies reveal that extra time can work against some students who do not demonstrate a need for it.

How is an Accommodation Requested?

Students and parents or guardians may initiate the accommodations process by making an accommodation request to the Team. The Team consists of the Director of Student Support Services, the Division Learning Specialist, and the Division Principal. Requests made to teachers, administrators, or others will be directed to the Team. No one except for the Team is authorized by the School to grant accommodation requests.

What is the Data Needed for an Accommodation?

To be entitled to an accommodation, the student, parent, or caregiver requesting the accommodation must provide the Team with medically certified proof of the physical or mental disability and medically certified proof of the need for the accommodation. For learning disabilities, a complete psychoeducational or neuropsychological evaluation is required. The evaluation should include a diagnosis of a specific disability and demonstrate the need for any requested accommodation.

If a parent is concerned about a student's learning and is considering having him or her evaluated, we encourage the parent to set up a meeting with the Director of Student Support Services to discuss the concerns and to learn about the process for determining accommodations. The School has a list of evaluators who understand the criteria that must be met, who are familiar with our school's curriculum, and who have been most effective in investigating a student's learning difficulties. If a parent does not have a meeting with the Director of Student Support Services ahead of time, in order to work together and best support the students, it would be helpful for the evaluator to speak to the Director of Student Support Services before completing the evaluation to make sure that the evaluation will meet the criteria before any recommendations or accommodations are suggested. For further detailed guidelines on academic accommodations, please refer to the guidelines.

What is the Process for Determining Appropriate Accommodations?

Once the School receives a completed evaluation, generally within two weeks, a meeting of the Accommodations Team will be scheduled to discuss the report. The Team may require additional information if necessary. Deciding what accommodations are reasonable and necessary is an interactive, collaborative process among the School, the student, and his or her parents or guardians.

After the Team reviews the data and the recommendations, a meeting is set up with the Team, the parents or guardians, and often the evaluator to discuss the recommendations and accommodations. An educational plan is then created.

The Team considers many factors when deciding whether and to what extent the School should accommodate a disability. These considerations may include the appropriateness of the requested accommodation, available alternatives, whether the requested accommodation unduly burdens the School, whether the requested accommodation fundamentally alters the School's mission or program, and whether the requested accommodation presents a direct threat to the health and safety of the student or others in the school community.

Once a student receives an accommodation for a disability, it is the student and his or her parents or guardians' responsibility to follow up with the Accommodations Team about changes to the student's disability status or need for accommodation. The Team reviews accommodations during the transition years from lower to middle and middle to upper schools and yearly as needed and appropriate. The team will notify parents or guardians if the accommodations remain appropriate and/or need to be updated. Any questions regarding this Policy should be directed to the Director of Student Support Services.

TUTORING

The School endeavors to provide as much individual help for students during the regular school day as circumstances will permit and wishes to limit as much as possible tutoring or special help for which a fee is charged. Tutors should be encouraged to make initial contact with the classroom teacher and maintain communications for effective results. Tutoring will be recommended by the School only when it is clearly needed. The Principal or Grade Level Dean should be made aware of the establishment of tutoring or other out-of-school academic work.

RCDS faculty are expected to provide a reasonable amount of extra help for their students; however, they are not allowed to tutor their own students in their subject areas for financial compensation during the school year. In addition, RCDS faculty cannot tutor RCDS students whom they might teach during the next school year. Full-time faculty members who tutor RCDS students whom they do not teach may do so outside of normal school hours. If a faculty member is tutoring an RCDS student, he or she should inform the student's teacher, Department Chair, and Division Principal.

DAILY STUDENT LIFE POLICIES

Physical Environment

It is expected that students will help assume responsibility for maintaining a clean and attractive environment. Students are expected to help keep the classrooms, halls, Dining Room, and all spaces to which they have access in the School in good order. **The outside of lockers may not be decorated at any time. Decorating the inside of lockers, beyond the installation of organizational supplies, is strongly discouraged.**

Property Of Students

The School cannot accept responsibility for the personal belongings of the student. Students are strongly encouraged NOT to bring valuables or money to school. Students are expected to take care of their own possessions and to keep their lockers, both academic and athletic, locked at all times. The School endeavors to help students develop such responsibility. **Personal property of students cannot, even if in their lockers, be insured by the School, but may be covered through the family's household insurance policy as "Items Off the Premises." It is important that laptop computers are insured under a Renter's or Homeowner's policy.** All property, including books, computers, clothing worn to school, musical instruments, and athletic equipment, should be clearly marked with the student's name. Students in Grades 5 and 6 should be mindful of the fact that their lockers do not have locks. They therefore should leave all valuable items at home.

Cell Phones And Portable Music Players

Cell phones may not be used during school hours—from the beginning of homeroom at 8:05 a.m. to dismissal—unless the student is given permission by an administrator or teacher. Students are prohibited from using cell phones in bathrooms or in the Athletic Center locker rooms. Eighth-grade students may use portable music players during a free period. Students in Grades 5, 6, and 7 may not use such devices in school. Students who bring cell phones or other electronic devices to school, with the exception of their laptop computers, must store these devices in their lockers and refrain from using them until they leave school. Cell phones will be confiscated if seen being used without permission during school hours. Upon the third confiscation, the student will receive a Saturday detention.

Food And Drink

Food or drink may not be taken out of the Dining Room. Students may not eat food and/or drink beverages in the classrooms, hallways, or library at any time. **Chewing gum is prohibited everywhere on campus and at all times.**

DRESS CODE

Philosophy

The Rye Country Day School Middle School believes that what a student wears to school will help promote an atmosphere that is conducive to learning. Students are expected to dress in a manner that is respectful of the character and purpose of our school community. A student's academic day begins at home; as such, we ask for the help of parents in enforcing what is a reasonable dress code for school.

Rules

- Clothing and appearance must be neat and clean.
- Students may not wear clothing that is ripped or torn.
- No tank top, spaghetti straps, halter-tops, or tube tops are permitted. All students' shirts, including T-shirts, sweaters, and sweatshirts, must cover the midriff. Necklines must not be overly revealing.
- Sweatpants, athletic pants, and athletic shorts are not permitted.
- The length of a student's skirt/shorts must reach mid-thigh and may not be revealing.
- Leggings must be worn with a dress, skirt, shorts, tunic, or shirt that reaches the mid-thigh in length.
- Students may not wear clothing with inappropriate sayings or slogans, including references to race, religion, or ethnicity or promoting the use of sex, alcohol, tobacco, or illegal drugs. References to rock bands must be appropriate for school.
- Pants must completely cover underwear, including when the student is sitting down.
- Pajama pants and other sleeping attire are not permitted.
- Any clothing made of mesh or similar material is not permitted, including college or professional sports team jerseys. Seventh- and eighth-grade students may wear RCDS team jerseys to promote team spirit on game days.
- Hats and sunglasses may not be worn in the school building.
- The student's toes must be completely covered, and the footwear must be securely fastened to the foot. Shoes of excessive height may be deemed unsafe.

If a student is unsure of the appropriateness of a piece of clothing, he or she should ask the Dean *before* wearing it to school.

Enforcement

If during the course of a grading period a student is not in compliance with the Dress Code, the following will happen:

- If a student is dressed inappropriately, the student may be asked to change into more suitable clothing. Alternatively, a parent may be called and asked to bring in appropriate clothing.
- A second violation will result in a Flex time detention.
- A third violation will result in either a 7:30 a.m. or 3:30 p.m. detention.
- A fourth violation will result in a Saturday detention.

ADVISOR PERIOD

As part of the Middle School philosophy to nurture and support students and to meet their individual needs, an Advisor Period is incorporated into every student and faculty schedule. This period offers students and Advisors an opportunity to get to know each other in a quiet and relaxed atmosphere.

SEEK

All students in the Middle School are involved in SEEK programs that deal with social and human development issues pertinent to their age group and that help to build character, self-esteem, and concern for others. The SEEK program is coordinated by the School's counselors. Units are taught by the Counselors, Deans, and guest speakers.

PHYSICAL EDUCATION

In Grades 5 and 6, students are exposed to a variety of team sports and other physical fitness activities. In Grades 7 and 8, students can try out for a Middle School team sport or choose to be part of the physical education program.

Fall Sports:

Field hockey, soccer, football, cross country, sports conditioning, dance

Winter Sports:

Basketball, ice hockey, squash, wrestling, fencing, sports conditioning, dance

Spring Sports:

Softball, lacrosse, baseball, tennis, sports conditioning, dance

Practice sessions for each team are held during the normal sports period (2:10 – 3:20 p.m.), while games are generally played after school.

Eighth-grade student athletes may try out for a position on an Upper School varsity team. The student must pass the New York State classification fitness test before attending pre-season tryouts. Upon passing the fitness test, the student must attend all pre-season tryouts and must have the skills and tactical knowledge to take a starting position on the varsity team. Please contact the Athletic Office for details.

Seventh-grade students may not try out for a position on an Upper School varsity team.

Late arrival: Students arriving after 9:30 a.m. may not participate in any after-school games that day. Any exception to this policy must be cleared by the Principal well in advance.

Sports Exemption

Students in Grades 7 and 8 may be granted an exemption for participation in a sport or activity that is not offered at RCDS. The student's participation must be at a high level. Students applying for an exemption must speak with the Director of Physical Education in order to receive the application. For a sport such as tennis, the student is expected to participate in the RCDS interscholastic program during the appropriate season.

Fairchester Athletic Association – Sportsmanship Policy

The Fairchester Athletic Association league promotes good sportsmanship by student-athletes, coaches, and fans. The League expects all spectators to respect the efforts of the players, coaches, and officials by positive cheering throughout the entire event. The use of inappropriate language, racial or ethnic slurs, or personal insults will not be tolerated and are grounds for removal from the athletic event. Spectators should not address the opposing coaches, players, or officials before, during, or after the athletic event. Noisemakers are not permitted. Spectators, coaches, and players are expected to respect the facility rules of the opposing school. Play Hard - Play Fair - Play with High Values.

GENERAL INFORMATION AND POLICIES

Visitors

All visitors to the RCDS Middle School are to check in at the Reception Desk at the Main Entrance. Parents are asked to sign in, at which point they will be issued a parent nametag. Non-family visitors will be issued a visitor nametag.

After School Activities

In conjunction with the Lower School, a variety of after-school clubs are offered three times a year to students. A brochure and registration form will be sent home prior to each session listing the days, time, and fee for each activity.

Service Learning

Students in all grade levels participate in service-learning activities that are age appropriate, meaningful, and in keeping with the RCDS motto, “Not for Self, But for Service.” Activities range from food and toy drives to volunteer work with community partner organizations.

School Trips

In order for a student to participate in a school-sponsored trip, a parent must sign the permission slip provided by the School. **Students on probation are not eligible for participation in any overnight school-sponsored trips and may, at the Principal’s discretion, not be allowed on a day trip.**

Parents should be aware that, on occasion, a faculty member may plan a trip for children that is not sponsored by the School but is a privately-run activity of the faculty member. We cannot be responsible for activities that are not sponsored by the School. If there is any question about the School’s responsibility for any particular trip, parents are invited to contact the Principal’s Office or the Headmaster’s Office.

Gifts To RCDS Employees

It is the School’s policy that no individual or group gifts from parents and/or students to faculty, staff, coaches, or administrators are allowed at any time.

Cards and notes from students or families are welcome and desired. In addition, the Board of Trustees and the RCDS Parents Association have established several venues for thanking all school employees each year for their dedicated service. We ask for everyone’s understanding and cooperation with these guidelines, which help to make our community a comfortable, warm, and welcoming one for everyone.

Party Invitations And Party Favors

In maintaining a welcoming and respectful school environment, we ask parents to follow these guidelines:

- Party invitations may be distributed at school only when the entire grade is being invited. Otherwise, party invitations must be mailed home.
- When a family does not invite the entire grade to a party or event, and party favors such as sweatshirts or t-shirts are distributed to students, these articles of clothing may not be worn to school.

Private Music Lessons

Private music lessons taught by professional specialists (who have been selected for their outstanding ability to teach and relate to young people) are offered to Rye Country Day Middle School students as an enrichment to classroom instruction. These lessons are designed to utilize the characteristic literature of the instrument or voice. Private lessons are given in voice and for the following instruments: clarinet, euphonium (baritone), flute, French horn, percussion, piano, saxophone, trombone, tuba, and trumpet. Forty-minute lessons are offered before and after school or during the day for students who have schedules that permit them to be excused for the lessons. The Private Music Lesson Coordinator can be reached at 914-925-4580.

LIBRARY

The Klingenstein Library serves students, faculty, staff, and parents at RCDS. All are welcome to check out books. The Middle and Upper School Library is open from 7:15 a.m. - 5:00 p.m. every day. Because there are several other areas on campus available for meeting socially, the Library maintains a quiet work atmosphere. Anyone who does not maintain that environment may be asked to leave. Please do not bring food or drink into the Library. Gum is not allowed. It is expected that all Library users will clean up after themselves.

Circulation Policies: Books and back issues of magazines may be checked out for a period of 10 school days. After that, they may be renewed for an additional 10 days if no one else is waiting for them. Magazines should be returned in the plastic envelope in which they were placed at checkout. All materials should be returned to the book slot in the Circulation Desk marked "Book Return."

- Reference Books and books placed on Reserve do not circulate. Copies may be made from those books (see below, "Copier Policies").
- If no one is at the Circulation Desk, books may be checked out by writing your name (legibly, please) on the clipboard provided, along with the barcode numbers of the books. The barcode is found on the back cover of the book (not the spine label).

- Overdue fines are not assessed. It is expected that all materials will be returned or renewed promptly. Overdue notices are processed once each week. A first overdue notice is posted on the student notice board. Second and third notices are sent to the student's home. If materials are still not returned, the student account is billed for the price of the book, plus a non-refundable service charge. Material returned after billing may, at the discretion of the Librarian, generate a refund of the book price.

Copier Policies: Generally speaking, it is academically beneficial for students to take notes rather than to make copies from books. Copies may be made from Reference and Reserve books without charge. All other copies cost \$.05 each. Payment is expected at the time of copying. The library staff reserves the right to limit copying. The Copyright Law (Title 17, U. S. Code) will be enforced. If you are not sure that what you are copying is legal, ask a Librarian.

Library Supplies: In general, students are expected to have their own basic supplies. Tools such as a stapler, hole puncher, and a pencil sharpener are available for student use in the Library.

ENROLLMENT INFORMATION

Tuition Payment Policy

Tuition for the first half of the school year is due on July 1. No pupil will be permitted to attend school unless either the entire tuition for the first half of the year is paid or a suitable arrangement for such payment has been established with the Business Office.

Tuition for the second half of the year is due on January 1. If tuition remains outstanding after that time, a student may not be allowed to continue to attend, at the discretion of the School.

Optional tuition insurance information is included with each student re-enrollment agreement.

Enrollment Termination Policy

The School has the right to suspend or terminate the enrollment of a student at any time. Such a suspension or termination may result where: (i) a student fails to abide by the rules and regulations of the School; (ii) the School determines that a student's conduct or performance demonstrates an unwillingness or inability to be productive within the school community; or (iii) the School determines that the continued attendance of a student is not in the best interest of the student or the School.

The School may also terminate or refuse re-enrollment to a student whose parent or guardian fails to cooperate with the School or engages in conduct evidencing manifest disregard of school policies or rules, particularly where such conduct endangers the health, safety, or welfare of anyone in the school community on or off the school grounds.