

PARENT/STUDENT HANDBOOK

(rev. 2019)

The Providence Country Day School (“PCD” or “the School”) Handbook is published and distributed to members of the PCD community for the purpose of providing information on aspects of student and campus life so that students may gain as much as possible from their experience at the School. Students, parents, faculty, administration, and staff should all read and be familiar with the contents of the Handbook, so that each member of the community knows and understands our community expectations. While policies in this Handbook will generally apply, the School reserves the right to take actions that it determines to be in the best interests of the School, its faculty and its students. This Handbook does not limit the authority of the School to alter, interpret and implement its rules, policies and procedures, before, during and after the School year. This Handbook is for informational purposes only. It is not intended to create, nor does it create, a contract or part of a contract in any way, including, but not limited to, between PCD and any parent, guardian or student affiliated with or attending the School. PCD reserves the right, in its sole discretion, to add, revise and/or delete School policies before, during and after the School year.

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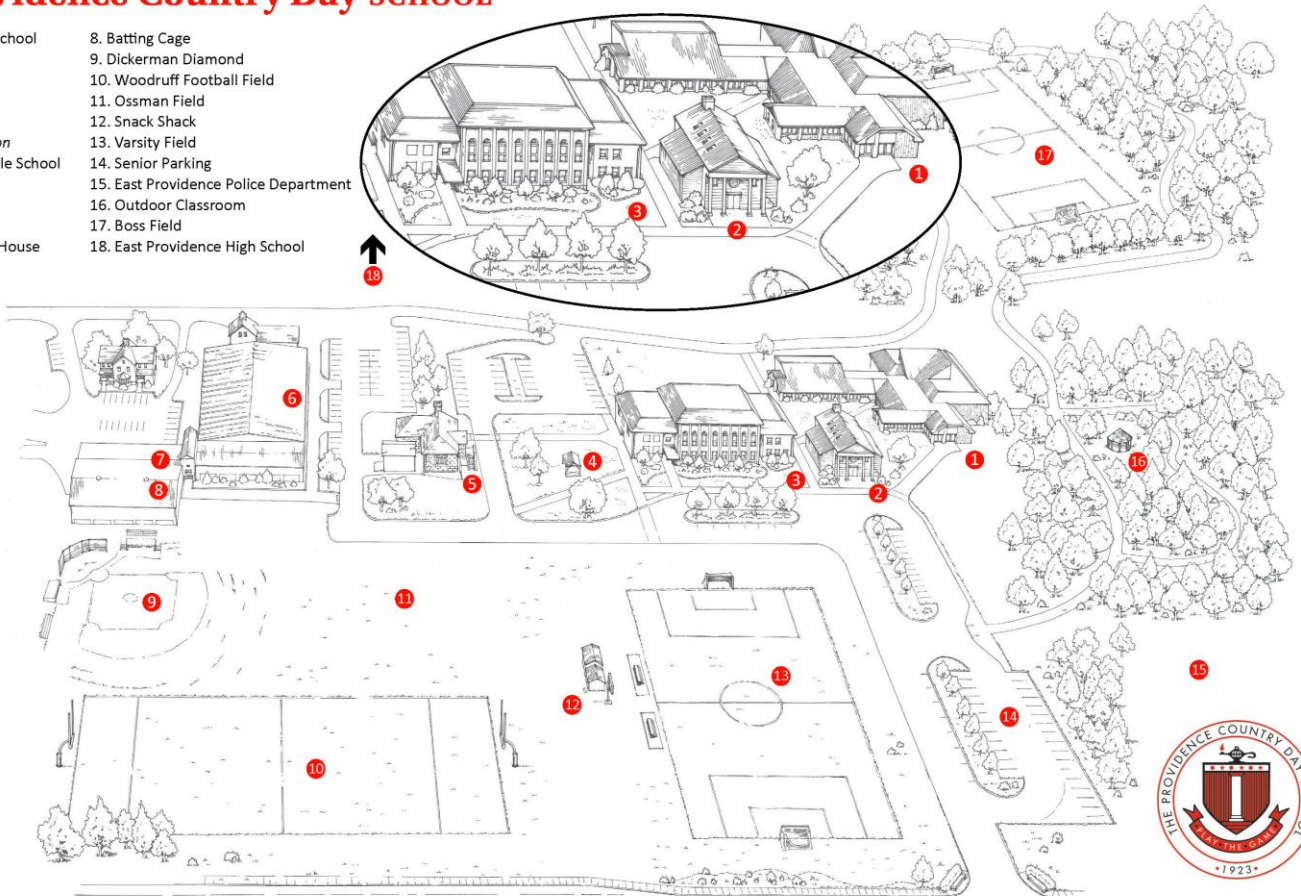
PARENT AND STUDENT ACKNOWLEDGEMENT

Please acknowledge your understanding and acceptance of the Providence Country Day School's policies and procedures as outlined in this handbook by completing the online form located at:
<https://www.providencecountryday.org/registration>

CAMPUS MAP

THE Providence Country Day SCHOOL

- | | |
|---|---|
| <ul style="list-style-type: none"> 1. Lund Hall - Upper School - Shurman Center - Haberlandt Hall - Leeds Library 2. Murray House - School Administration 3. Metcalf Hall - Middle School - Corkery Auditorium 4. Summer House 5. Chace Hall 6. Evan R. West Field House 7. Moran Annex | <ul style="list-style-type: none"> 8. Batting Cage 9. Dickerman Diamond 10. Woodruff Football Field 11. Ossman Field 12. Snack Shack 13. Varsity Field 14. Senior Parking 15. East Providence Police Department 16. Outdoor Classroom 17. Boss Field 18. East Providence High School |
|---|---|



IMPORTANT CONTACT INFORMATION

Contacting the Middle School

The Middle School office is located on the first floor of Metcalf Hall, at the west end of the building. The office of Middle School Dean of Students, Ms. Jen Caletri, is located through the Middle School Office on the first floor of Metcalf. Her extension is 112. The office of Associate Head of School, Mr. Mark McLaughlin, is located on the first floor of Lund. His extension is 133.

Please direct telephone inquiries and messages to Ms. Nancy Kelly, the Middle School Administrative Assistant at (401) 438-5170, X122.

Email addresses are as follows:

Mark McLaughlin: mclaughlin@providencecountryday.org

Jen Caletri: caletri@providencecountryday.org

Nancy Kelly: kelly@providencecountryday.org

Students and parents may access Middle School homework assignments and schedule updates by using Classroom Connection, which can be accessed via the Parent and Student Portals on PCD's website.

Contacting the Upper School

Please direct telephone messages and inquiries as follows:

Ms. Sheila Harris in the main Upper School office, (401) 438-5170 X161

Mr. Mark McLaughlin, Associate Head of School, (401) 438-5170 X133

Ms. Kelly Hutchinson, Director of Upper School Student Life, (401) 438-5170 X123

Ms. Jen Aitken, Director of Teaching and Learning, (401) 438-5170 X172

Mr. Terry Ward, Director of College Counseling, (401) 438-5170 X121

Mr. Jason Roderick, School Counselor, (401) 438-5170 X153

WELCOME!

Dear Students & Parents,

Welcome to the Providence Country Day School, where students, faculty, and parents all participate in creating the respectful community that supports our daily learning. Our School rests firmly on the principles of hard work, self-discipline, honesty, integrity, and respect for ideas, for people, and for property. As such, we are all expected to practice these principles in the conduct of our academic, athletic, aesthetic and social commitments.

We encourage you to take time to read and review the new PCD Handbook as you prepare for the school year ahead. The Handbook has been completely revised and reorganized in order to give you a clear and comprehensive understanding of our community, its principles, and policies. We hope the specific details included herein, give you the important information you need, as well as topics for further discussion. Students will review the Handbook in advisory groups during the first week of school and be asked to sign an acknowledgment, in addition to a Technology Acceptable Use Agreement (a copy of which is included as Appendix B). Parents are asked to acknowledge their understanding of School principles as well as sign the Technology Acceptable Use Agreement, which can be found on the Parents Portal of our website.

Please don't hesitate to contact either of us should you have questions about the contents of our Handbook or any other School matter.

We look forward to our work together in the year ahead.

Warm regards,



Kevin Folan
Head of School



Mark. J. McLaughlin
Associate Head of School

I. INTRODUCTION

Mission

The mission of The Providence Country Day School is to inspire lives of engaged citizenship in an inclusive community that values the unique strengths of all students. By setting high standards for academic achievement, ethical behavior, and community participation, PCD empowers students to grow with confidence and prepare for a lifetime of learning and leadership to meet the challenges of an ever-changing world.

Core Values

Commitment and Participation

Individual commitment and active participation are the personal contributions that open doors to confidence and competence. Growth is the triumphant result of surpassing one's own expectations.

Diversity

Diversity is the wealth of our community. When people embrace different perspectives, we are enriched with an increased cultural awareness and sense of belonging.

Hard Work

Persistence and hard work are essential ingredients for success in all areas of personal growth and achievement.

Honesty

Honesty is the foundation of our community. Our strength is secured by trust, and that trust grows through truth in actions and words.

Intellectual Curiosity

Intellectual curiosity is the spark that drives us toward academic excellence.

Respect

Respect—for oneself, for others, for ideas and for property—is the vital connection that makes every individual a valued member of our community.

Teamwork

Shared experiences and teamwork embody the interdependence of each member of our school, and fulfill our potential as a dynamic community of learners.

History of School

In 1923, a group of business leaders, educators, and parents set out to establish a premier college-preparatory school in a rural setting. They wanted to provide area students with the advantages of a boarding school campus while affording them the additional benefits of a day school.

The Sweetland Farm in East Providence offered the perfect location to bring their vision to fruition and, though the physical layout of the School, has evolved over the ensuing years, the “farm” remains the center

of the PCD campus today. Initially a small all-boys middle and high school, PCD was able to successfully navigate its commitment to becoming a coeducational institution, thanks to a strict adherence to its founding principles. In 1991, the School admitted its first female students and, today, PCD's program and gender balance are decidedly more reflective of real life. The vibrant school community is a living testament to the vision of the School's founders.

In 1997, PCD completed an extensive campus consolidation and building project, in which two historical buildings, Metcalf and Chace Halls (1927) were moved to the east side of campus and renovated. At the same time, Murray House opened as the new administration building, and the Moran Annex was added to the West Field House, providing greatly expanded and improved athletic facilities.

Throughout its history, PCD's program development has been dynamic and innovative. In the early 1990s, the School paved the way for the now national trend of positioning the study of physics first in the sequence of science disciplines. Today, every subject at every grade level is infused with a thoughtful balance of traditional pedagogy and experiential learning. Students are empowered to share responsibility for their own learning, resulting in a level of leadership that distinguishes PCD students from their peers. PCD's mission and core values of commitment and participation, diversity, hard work, honesty, intellectual curiosity, respect, and teamwork inform all that goes on at the School—both inside and outside of the classroom.

Non-Discrimination Policy

The School admits qualified students of any race, color, national or ethnic origin, ancestry, sex, religion, mental or physical disability, gender identity or expression, or sexual orientation to all the rights, privileges, programs, and activities generally accorded or made available to students at the School. The School does not discriminate on the basis of race, color, national or ethnic origin, ancestry, sex, religion, mental or physical disability, gender identity or expression, sexual orientation, or any other status protected by applicable law in the administration of its educational, admissions, financial aid, athletic and other policies and programs.

II. HONOR CODE

PCD Community Principles

Honesty: Honesty is expected at all times. Lying, cheating, plagiarism and other methods of misrepresentation are unacceptable. Please see the “Statement on Intellectual Honesty” and the “Plagiarism” section in this Handbook.

Respect for Others: Students are expected to treat faculty, staff, visitors and each other with courtesy and respect. Physical or verbal abuse of any kind is completely inappropriate in this community. Please see the “Statement on Harassment, Hazing, Bullying and Sexual Harassment” in this Handbook.

The principles of honesty and respect also apply to the responsible use of computers, email and Internet resources. Please see the “Electronic Communications and Acceptable Use section of this Handbook.

Respect for School and Personal Property: Respect for the property of others is essential in maintaining trust and community openness. Stealing and vandalism are prohibited by the School.

Meeting School Commitments: Students are expected to meet all school commitments. Absences must be excused in advance of the commitment.

Compliance with Local, State and Federal Laws: Students are expected to obey all local, state and federal laws.

Intellectual Honesty

Central to the mission of PCD is intellectual honesty. Anything less is contrary to the principles that frame the foundation of our School. Each person’s education is a product of his/her own intellectual efforts. PCD cannot educate those who will not educate themselves. We see no value in including in our student body those who avoid responsibility for their own education. All students who are enrolled and remain at PCD must understand that to submit work that is not their own violates the purpose of the School and of their presence at the School. They must understand that giving or receiving test questions or answers prior to a test and all forms of plagiarism run totally counter to the educational goals of the School.

Cheating

No form of cheating, *e.g.*, copying a friend’s homework or obtaining online translations, is acceptable at the School. Cheating undermines the integrity of the School’s mission toward providing an academically rich environment, and deprives students of the opportunity to demonstrate genuine mastery of the curriculum.

Plagiarism

Plagiarism is a form of academic dishonesty. Using someone else’s ideas, words, phrases and/or designs without giving credit is plagiarism. All work turned in (be it written, oral, artistic or programmed for a computer) is to be the student’s own, except where otherwise credited. Students are encouraged to make references to other works, but these references (including individual ideas, words, phrases and/or designs)

are expected to be credited properly. Any questions that a student might have about plagiarism should be asked before a particular work is turned in for a grade.

Plagiarism includes, but is not restricted to, the following:

- Copying from books or from another student's work.
- The presentation of someone else's ideas in a paper without the use of footnotes and bibliography.
- The presentation of another writer's exact words without quotation marks and a footnote.
- The use or presence of textbooks, class notes or other information, verbal or written, while taking a test, without the teacher's permission.
- A student's presentation of another person's homework, lab report, artwork or computer program as his/her own.
- Any student who provides information or materials to another student without the teacher's permission is as liable to disciplinary action as the student who receives the information.

Academic Honesty Pledge

The following pledge must be written and signed on every test and major assignment completed by an upper school student:

"I have neither given nor received unacknowledged assistance on this test, quiz, exam, paper, etc."

Consequences of Academic Dishonesty

As expressed in the "Community Principles and Expectations" section of this handbook, the faculty expects that all students will submit work that is the product of their own effort. Failing to do so, regardless of the context, runs counter to the values of the school. The School generally handles instances of plagiarism as described below, though the School reserves the right, in its sole discretion, to respond alternatively, as it deems appropriate.

Middle School

The Middle School policy for handling instances of cheating or plagiarism involves three tiers of responses.

1. A first offense for cheating or plagiarism will result in a conversation between the teacher and the student. The teacher will inform the Middle School Dean of Students, who will contact the student's advisor and parents. The response for a first offense will be determined by the Dean and will depend on the nature of the offense.
2. A student who cheats or plagiarizes for a second time will meet with the Middle School Dean of Students, who will contact the student's advisor and parents. The student will receive a grade of zero on the assignment, with no makeup possibility. The student may also be placed on probation, the length and conditions of which will be determined by the Dean.
3. In the event of a third offense, the student will meet with the Associate Head of School, who will determine the response. Possible responses may include suspension or separation from the School.

Upper School

- I. First Offense: A written report of any student who plagiarizes or cheats on any assignment is sent to the Upper School Dean of Students. As a result of this form of dishonesty, the student will meet with the Dean of Students and receive a failing grade on the assignment with no makeup possibility, as well as any other consequences as determined by the Dean of Students in consultation with the teacher. The Dean of Students will communicate with the student's parents and advisor.

- II. Second Offense: The student will meet first with the Upper School Dean of Students and/or Associate Head of School and then with the School's Community Standards Committee. Given the circumstances that each case presents, the Committee will make a recommendation to the Head of School. Expulsion may result.

III. ACADEMIC PROGRAM

Curriculum

Middle School

The curriculum in the Middle School is designed to stimulate students' natural curiosity, need to explore and question, and desire to ask "why?" or "why not?" within a safe and caring environment.

Our curriculum provides students with challenging opportunities in the classroom and related experiential activities, and also helps to equip them with the skills necessary to make a successful transition to high school. While subject matter is important, process is vital to the development of good study skills. The curriculum is traditional, with an emphasis on reading, writing, math and study skills, in order to provide our students with the material and activity necessary for the maturation of critical thinking skills and the formation of good study habits.

Upper School

As a college preparatory school, our curriculum is grounded in the traditional disciplines of English, Mathematics, Foreign Language, Science, History and Visual and Performing Arts. We are committed to teaching students how to be clear thinkers and effective writers, problem solve creatively, and work together cooperatively.

Beginning in the ninth grade, students are exposed to a rigorous array of core academic subjects. Teachers stress the importance of mastering their respective disciplines and emphasize essential study skills. In the sophomore and junior years, students are challenged by an increasingly more demanding workload as well as by projects that require higher order thinking. Teachers place greater emphasis on reading analytically, writing logically and persuasively, and making connections across disciplines. Juniors and seniors may add AP courses to their studies, which, paired with the college selection process, add intensity to their schedules. Juniors and seniors are also expected to develop responsibility and leadership in their academics, athletics, arts, and extra-curricular activities, and must call forth such characteristics outside of the School setting during the culminating Senior Project, a requirement for graduation.

Course Load

To graduate from the Upper School, a student must earn a minimum of 20 credits that include:

Arts - 2 years

English - 4 years

Foreign Language - 3 years of one language in Upper School

History - 3 years (Grade 9-11 sequence; 4 years recommended)

Mathematics - 3 years (4 years recommended)

Science - 3 years of a laboratory science

Senior Project (second semester senior year)

The remaining credits are distributed among electives in English, science, history, visual and/or performing arts, and mathematics. All students take a minimum of five classes each trimester.

Seniors are required to carry a minimum of five credits for the entire year and may not receive an “F” in a third semester elective or yearlong course.

Additional graduation requirements:

- Community Service (45 hours minimum for students entering in 9th grade, including participation in all-school annual day of service)
- Athletics – Upper school students must satisfy a minimum participation requirement that may include team sports, winter musical cast, and intramurals

Course Changes

Students wishing to change their schedules must obtain a Change Form from the Director of Teaching and Learning. Using the Change Form, students must indicate the courses to be dropped and/or added. Teachers’ signatures as well as the signature of the student’s advisor and parent(s) are required on the Change Form before any schedule change can become effective. Juniors and seniors are also required to obtain the signature of the Director of College Counseling. Until the course change is official, the student should continue to follow his/her original schedule. All course additions or deletions must be approved by the Director of Teaching and Learning.

Taking Upper School Classes

If appropriate, a Middle School student may take an Upper School foreign language or math class. Placement in an Upper School course is based on teacher recommendation and the impact on the student’s overall schedule.

Study Periods

Middle School

Sixth, seventh and eighth graders are scheduled for one faculty supervised tutorial period each day, during which they may consult with teachers for extra help. Students are expected to read or work quietly at their tasks during these sessions.

Upper School

Students in grades 9 through 11, when not scheduled for a class or for lunch, may be assigned to a supervised study hall during the academic day. Students in grade 12 may also be assigned to a study hall, at the discretion of the Associate Head of School and/or Director of Teaching and Learning.

Students who need to leave study hall, for any reason, including, but not limited to: appointment with a teacher, required research in the library, or work in an art studio, are required to sign in and out with the proctor.

Late Study – Upper School

At the end of the day, there is a 40-minute period called “late study.” Its purpose is to provide supervised study for those who need to make up or complete a test/quiz.

If a student receives a late study from a classroom teacher, it takes precedence over any other obligation. The teacher in charge of supervising the late study generally does not dispense excuses from that period. Typically, the Director of Teaching and Learning or Upper School Dean of Students may excuse or reschedule a student from late study.

Independent Senior Projects (ISP)

Seniors are expected to complete a senior project during May of their senior year. Seniors are expected to become involved in a nonpaying, academic/intellectual, service or vocational project, typically away from the PCD campus.

Seniors are responsible for meeting the requirements of their individual projects as well as the School's requirements during this period. The faculty member who oversees the ISP program will meet regularly with seniors during the year to coordinate their preparation for the May project period. In addition, seniors choose a faculty mentor to assist them through the final process.

Waivers

In the Upper School, the required student course load is five academic courses (history, math, science, English, foreign language). In addition, the student may be enrolled in visual and/or performing arts and athletics to complete graduation requirements. In some situations, a student may need a reduced academic schedule. The determination to grant a fifth course waiver will be made by appropriate school personnel who may include all of the following: the Director of Teaching and Learning, faculty, the student's advisor, and the School Counselor. In such cases, a student would be required to take four academic courses plus a full year of arts courses.

Exams

Final exams for Upper School students are given in June.

Homework

Part of our mission as a college preparatory school is to give our students practical experience in managing their academic progress. Homework plays a role in this process, providing students with opportunities to develop independent study habits and skills that will help them beyond PCD. Our homework philosophy and corresponding policies, which reflect both traditional goals and current research, are outlined below.

Ideally, faculty will design homework assignments to give students opportunities to reinforce their understanding or mastery of content, concepts or skills introduced and learned in classes. At times, particularly in honors or Advanced Placement level classes, students will be expected to work independently on new content.

When considering homework and determining its frequency and volume, teachers take into account factors such as the grade level of students and/or the level of the course. Teachers typically incorporate homework completion as part of a student's grade in a class, as an indicator of student effort. Examples of homework at PCD include but are not limited to: mathematics and language practice exercises, science lab reports, assigned reading, reading journals and response questions, outlines, and long-term projects, essays and presentations. Studying for quizzes, tests and other in-class assessments are additional examples of homework assigned to PCD students

Faculty will post all assignments on Plus Portals, our online learning management system, which is accessed via the parent and student portals on the school's website. Students can expect homework for the following week to be posted by the end of classes on Fridays. Faculty will strive to communicate clear expectations for the completion and submission of all assignments to be completed outside of class.

We encourage our students to carry a planner or equivalent electronic organizer, which they should bring home each evening as well as to each class and study hall during the day. We ask students to be responsible for understanding how homework assignments are managed for each class and to make arrangements with teachers regarding missed work.

We ask students to complete all assigned work to the best of their ability while they are absent from school. They should complete all assignments or tests within one week following their return to school after an excused absence. Long-term absences due to illness or a documented medical condition may require the appropriate administrator and the student's advisor to coordinate a plan for the completion of tests, quizzes and homework assignments.

Grades and Comments

Middle School

The faculty submits grades three times each year, at the end of each marking period. Written comments accompany all grades issued in November, March, and June. In addition to end-of-trimester grades and comments, teachers will complete interim reports halfway through each marking period for students in academic difficulty (below C).

Upper School

Under the trimester system, families receive official grades at the end of each trimester. Written comments from teachers will accompany the grades at the end of the first and second trimester and written advisor summary comments will accompany the grades at the end of the third trimester. At the end of the year, students have a formal, comprehensive exam period. In addition, at the mid-trimester, advisors report mid-term grades to parents and communicate about IPRs (Interim Progress Reports for C- or below). There are three parent conferences scheduled: October 9 is a parent conference with the advisor, January 15 is an opportunity for parents to conference directly with teachers, and April 13 is a parent conference with the advisors of students in grades 9-11 to register for courses for the next academic year.

Grade Point Averages are calculated on the following scale:

A+	=	4.33	C	=	2.00
A	=	4.00	C-	=	1.67
A-	=	3.67	D +	=	1.33
B +	=	3.33	D	=	1.00
B	=	3.00	D-	=	.67
B-	=	2.67	F	=	0.00
C +	=	2.33			

Please note that AP and Honors level courses are weighted.

Academic Honors

Middle School

At the end of each trimester, the faculty recognizes students who have distinguished themselves academically. Middle School students receive honors recognition when they earn trimester grades of B and above in all *Middle School* classes. They receive high honors recognition by earning grades of A- and above in all *Middle School* classes.

Upper School

High Honors: Grade point average (GPA) of 3.8 to 4.0 with no grade below a B-.

Honors: GPA of 3.3 to 3.7 with no grade below a B-.

- Students in grade 9 who achieve Honors in the second trimester are exempt from mandatory study halls.
- Students in grade 10 who achieve Honors are exempt from mandatory study halls.
- Students in grade 11 who achieve a GPA of 3.0 or above with no grade below a B- are exempt from mandatory study halls.

Middle School Citizenship and Effort

Teachers will evaluate their students' citizenship and effort during each marking period, using the scale listed below. In general, students who receive an "outstanding" assessment for citizenship will have demonstrated an exemplary level of respect toward peers, faculty, and staff. Students who receive an "outstanding" assessment for effort will have demonstrated an excellent level of commitment to their class work. Citizenship and effort excellence are acknowledged on the honor roll as follows:

1. Outstanding
2. Good
3. Needs improvement
4. Unsatisfactory

Annual Review

Prior to reenrollment, each student's academic progress and citizenship record is reviewed. Citizenship, integrity, respect, and academic achievement all serve as critical components for evaluating a student's performance. A student's discipline record will also be reviewed at this time. Patterns of chronic infractions, whether minor or major, reflect neglect of a student's citizenship. Flagrant neglect or persistent difficulties in these areas may jeopardize a student's opportunity to remain in the School community.

Academic Probation

Middle School

Any student who has two or more grades below C in any marking period, or who has a failing grade in any trimester, may be subject to academic probation.

After consultation with appropriate faculty and the student's advisor, the Associate Head of School and the Middle School Dean of Students may decide to place the student on academic probation. The Associate Head of School or Dean will contact the parents of the student and outline ways in which the student may remove him/herself from academic probation.

A second marking period of unsatisfactory performance, consecutive or nonconsecutive, in a single school year will likely result in a meeting of parents, Associate Head of School, Dean, and Head of School, to determine an appropriate course of action.

Upper School

A student who receives two grades below C- in any trimester, or who has a failing grade in any trimester may be subject to academic probation.

After consultation with appropriate faculty, the Associate Head of School and Director of Teaching and Learning will decide whether the student will be placed on academic probation. The Associate Head of School and/or Director of Teaching and Learning will contact the parents of the student and outline the ways by which the student can remove him/herself from academic probation. A student is immediately placed in study halls and seniors lose all senior privileges. A second marking period of unsatisfactory performance, consecutive or nonconsecutive, in a single school year may result in a meeting of parents, advisor, Director of Teaching and Learning and Associate Head of School, the results of which could lead to the student's withdrawal from PCD.

Special Note: Students who are put on academic probation in the third trimester will have their probationary period activated in the first trimester of the following academic year.

Advanced Placement Courses

Honors grades in a given subject area and a strong teacher recommendation can earn highly motivated students enrollment in Advanced Placement (AP) courses. This challenging program follows a rigorous college-level curriculum; homework and class expectations are significantly higher than those of a typical college preparatory high school course.

Enrollment in AP courses is considered on an individual basis for each student in consultation with classroom teachers and advisors, and subject to recommendation and consideration by the Director of College Counseling, and the Director of Teaching and Learning. The requirements for recommendation for an AP course differ by grade level as follows:

- 10th grade: Students must be recommended by 9th grade subject teacher, and earn Honor Roll distinction in the second and third trimester of 9th grade.
- 11th grade: Students must be recommended by 10th grade subject teacher.

- 12th grade: Students must be recommended by 11th grade or pre-requisite subject teacher. In addition, there may be AP-level senior elective courses that are "open enrollment" each year.

Students enrolled in AP courses are required to take the AP exam in May. Individual students who have questions about taking the exam will need to consult with the Director of Teaching and Learning.

Summer Courses

The School does not customarily award credit for required or enrichment courses taken during the summer. However, for a number of reasons, students may elect or be required to take essential courses during the summer. In order to do so, they must enroll in a summer program approved by the Director of Teaching and Learning and the relevant Department Chair. Students may also be required to take a final exam administered by the appropriate academic department at PCD. Arrangements and permissions should be secured well in advance.

Students passing a summer course and/or exam do not earn credit from the School, but successful completion may mean they have earned the right to be advanced to the next course in the School's curriculum.

The School does require summer reading, to promote a love of reading and to provide opportunities for students to explore topics that relate to their fall curriculum. Reading lists for students based on grade level are posted on the website.

College Counseling

The individualized College Counseling Program officially begins in January of the junior year with individualized counseling sessions and a variety of supportive programs. Please note, however, that the resources of the College Counseling Office are available to students and families at all grade levels, and general class meetings with the Director of College Counseling occur for both students and parents during all four years of Upper School. The **PCD Compass Program** is an initiative that offers unique grade level experiences to help students prepare for future success—in high school, college, and beyond. Through a series of activities and initiatives starting in Grade 9 and concluding in Grade 12, the program empowers students to start to visualize the course of their lives through high school, college and into the years of their careers as working adults. The goal is to equip students with tools for self-discovery in order to see the power of their own potential.

The culmination of the Compass Program is the College Counseling process, which includes a sequence of individualized counseling sessions between PCD and families, with the goal of finding the best college match for each student. This mission is supported by a variety of programs such as essay writing workshops, financial aid workshops, college night programs with nationally known admissions officers, and panels with previous graduates. The College Office also hosts well over 100 admissions officers each year who visit our campus to recruit PCD students. The College Office personnel work intensively with each student to build an appropriate college list and to complete strong and effective college applications and essays, while also writing a letter of recommendation for each student and advocating for them at the colleges to which they apply.

Commencement

Commencement is a full-school event that provides an opportunity for friends, relatives, and their extended family to celebrate the unique gifts of the graduating students. All students are expected to attend Commencement, which is a special, formal occasion. The date is published in the School calendar.

IV. SCHOOL RULES

Expectations for the Community

At the Providence Country Day School, common sense and regard for others shape the rules by which we live. Our Community Principles are the standards by which we live out our values as a school community. Students are expected to behave in a respectful and responsible manner at all times. With appropriate faculty and parent support and guidance, students generally develop a greater sense of responsibility for their own conduct and achievement, as well as for the well being of the School and the greater community.

While it is neither possible nor desirable to establish a rule for every situation, our guidelines and expectations for behavior follow quite naturally from our Community Principles. To that end, the examples below are used to illustrate the meaning of a principle violation in this community. As such, these examples serve to instruct, but are not limited to or limiting in, defining a particular violation of community principles.

When members of this community fail to uphold the principles that animate this community, they should expect to accept the consequences of their behavior. A violation of Community Principles severely damages the fabric of community life and, as such, constitutes breaking of a student's commitment to uphold these principles.

Attendance and Absences

PCD places the highest priority on consistent attendance. Students cannot derive maximum benefit from the School's program if they are frequently absent. We have worked hard to create a calendar that is as free of conflicts as possible. Parents are asked to pay close attention to our published vacation dates and to avoid scheduling family vacations or trips at times that will conflict with school days. Please be advised that attendance is required on Activity Day, World Arts Day, Community Service Day, Field Day, Commencement and other special days.

The School cannot reasonably excuse absences caused by family travel except in emergencies, nor will students always be allowed credit for work missed during an unexcused absence. Students will be excused for religious observances, although we naturally request prior notification.

If a student is tardy or absent from School, parents are expected to call or email either the Upper School or the Middle School office between 8:00 and 8:30 AM. The School will generally call the parent(s) of any student who is not present at the start of School and whose parents have not reported his/her lateness or absence. In the event that the School does not speak with a parent, a written note explaining the absence is required when the student returns to School. Chronic absences from School will typically result in a conference with the Associate Head of School or respective Deans, in order to determine appropriate next steps.

Middle School

Parents picking up students before the end of the day are asked to sign the student out in the Middle School office.

ALSO: Parents are asked to advise the Middle School office about any changes in the student's regular dismissal or transportation plan. Please note that the school bus companies providing service to PCD do not allow our students to bring guests with them on trips to and from School.

Upper School

The Dean of Students will review and monitor attendance records regularly for all students. Excessive absences—defined as missing 10% or more of the school days in a marking period—will generate an appropriate response from the Dean, in conjunction with the Associate Head of School.

Faculty will record student attendance during the homeroom period on Monday, Tuesday, Thursday and Friday. Homeroom begins at 8:05 AM and students are expected to arrive promptly. Daily homeroom announcements are made that are important for all students and faculty. Students who arrive at homeroom after 8:05 AM will be recorded as tardy. On Wednesdays, when there is no homeroom, attendance will be taken at 8:40 AM, the beginning of first period. Students who report to school after homeroom period or 8:40 AM on Wednesdays must report directly to the Upper School office in Lund to receive a late pass. Upper School students who arrive unexcused after 8:45 may receive a Saturday detention. Students who miss a class without excuse may receive a Saturday detention. Faculty will report unexplained absences from their class to the Dean of Students.

Parents are asked to notify the Upper School Office (preferably in writing) in advance of appointments that will conflict with a student's arrival, academic or co-curricular day.

Parents who are picking up their student for an appointment should report to the front office of Lund and sign their student out on the clipboard provided. Students who are driving themselves must sign-out/in on the clipboard as well.

Visiting Colleges and Residential Post-Graduate Programs

The school recognizes the importance of college visits for our students. Setting foot on a campus and directly experiencing a college's environment is a critical component in the decision-making process. We encourage families to make every attempt to schedule these trips during our school vacations or days off in order to minimize lost class time. We know, however, that sometimes it will be necessary for seniors to be absent for the purpose of visiting colleges or "next schools" such as boarding schools. When this occurs, we ask that families communicate with the Upper School office and the student's advisor in advance of the absence. Students are also responsible for notifying their teachers and coaches. They are responsible for making up all academic work, including assignments and missed assessments.

Tardiness

Middle School

Faculty take attendance in homeroom beginning at 8:05 AM. Students who arrive at School after homeroom must check in at the Middle School office before reporting to class. We encourage students to arrive at School on time, and will contact parents when lateness becomes a cause of concern. Any student arriving after the end of mid-morning will be prohibited from participation in all after-school activities, unless previous arrangements have been made with the Middle School.

Upper School

Three tardies to either School or class during a trimester will result in a Wednesday detention for underclass students and a one-day loss of off-campus privileges for seniors. Three additional tardies will result in another Wednesday for underclass students and two days loss of off-campus privileges for seniors. Nine total tardies will result in a Saturday detention for any Upper School student.

Security

PCD takes the safety of its students and the community very seriously. There are systems in place in the event of an emergency on campus, and regular drills are conducted to make all those on campus aware of the procedures

Fire Drills

In the event of a fire and/or fire alarm sounding, students should quickly and quietly and in an orderly fashion exit from their building. Students should not reenter the buildings until an all-clear signal has been given. Fire drill procedures are practiced throughout the year.

Dress Code and Appearance

The PCD dress code is designed to give students flexibility in their dress during this sensitive adolescent growing period. We ask that all students come to School, and to all School-sponsored events, in clothing that is neat, clean, and appropriate to a school setting. Below are the PCD dress code guidelines.

Students should come to school dressed in clothing that fits appropriately and allows for movement, bending, leaning, and full participation in all school activities without exposing any undergarments or midriffs and without the need for consistent adjustment.

Appropriate school dress includes but is not limited to:

- Shirts with collars including polo, rugby, French turtlenecks and mock turtlenecks
- Solid color dress t-shirts (PCD related and school appropriate print or logos permitted)
- Sweatshirts and sweaters
- Jeans and slacks (appropriate size – neat and clean)
- Shorts of appropriate length
- Weather appropriate footwear
- Skirts and/or dresses that fit appropriately
- All shirts and blouses must have sleeves of appropriate length and width.
- Leggings with dress or long shirts (not worn as athletic gear)

Inappropriate school dress includes:

- Undershirts
- Any clothing with rips, frayed edges or serious stains
- Fatigues
- Cut-off jeans, shorts or skirts
- Strapless or spaghetti straps
- Pajamas or pajama bottoms
- Athletic wear: jerseys, nylon, mesh, and/or velour shorts/pants, sweat/wind pants, sweatbands, etc.

- Hats and other headwear are not to be worn in any buildings. Footwear must be safe and in good repair
- Clothing that does not sufficiently cover undergarments (including sheerness)

Special Occasion Dress Code

There are occasions such as the Awards Assembly, Commencement, and Stepping-Up Day, when students are asked to dress more formally than their everyday school attire. The special occasion dress code is:

- A suit or sport jacket with dress slacks (no jeans), a dress shirt and tie, dress shoes (no sandals or sneakers) and dark socks
- Or a dress, or skirt and blouse (no jean skirts or jackets)
- Dress shoes are required

Permissions/Leaving Campus

Middle School

Once students have been dropped off on campus for the start of the school day, they may not leave campus unless a parent or authorized adult has signed them out at the Middle School office.

Upper School

With the exception of seniors who have been granted off-campus privileges (as described below), a student may not leave the campus during the school day unless a parent or other authorized adult signs him/her out. The school day is considered to extend through extra-curricular obligations such as athletics, rehearsals and club meetings.

Senior Off-Campus Privileges

Seniors have traditionally been granted off-campus privileges. We offer these privileges to seniors who have no more than one grade below C- and who are not on probation. Seniors with privileges are allowed to leave campus when they have no other obligations, provided that their parent(s) have completed and filed the Off-Campus Permission Form with the Upper School Dean of Students. Seniors are required to remain on campus during community time.

Seniors are expected to adhere to all on-campus driving regulations, including, but not limited to the campus speed limit, and the provision that between the hours of 2:30 –3:30 PM they are not permitted to drive across campus. Any student found in violation of these guidelines, and thus jeopardizing the safety of those on campus, may be subject to suspension or revocation of driving privileges.

The School cannot supervise seniors when they are away from campus. Therefore, we encourage parents to partner with the School to establish clear guidelines and expectations with students with respect to appropriate use of off-campus privileges.

PCD will continue to remind students of their responsibilities and of their safety. We shall urge them to be cautious in the use of this privilege. The Associate Head of School and/or the Upper School Dean of Students may revoke this privilege when it is abused or when behavior/academics are not up to appropriate standards. Excessive lateness and/or absences will result in a forfeiture of privileges.

Seniors leaving campus must sign “Out” and then “In” on the sign in/out sheets. Failure to do so may result in the suspension or forfeiture of privileges.

In May, after the seniors start their Independent Projects, the junior class may petition the Dean’s office for off-campus privileges.

Bullying, Harassment and Intimidation

The School is committed to providing a school free of bullying and intimidation. Accordingly, bullying at the School is strictly prohibited.

Bullying occurs when a student is subjected to repeated unwelcome behavior, often as a result of an imbalance of power. A student is subjected to bullying when he or she is repeatedly the target of negative verbal or physical actions by one or more students. Bullying also includes “cyber-bullying,” which is the sending or posting of harmful and/or cruel images via the Internet, cell phones, chat rooms, e-mail, instant messaging, social media outlets, or any other digital communication devices.

All students are required to familiarize themselves with this policy against bullying, which includes methods of discouraging and preventing bullying, along with instructions on how to file a complaint against bullying, and the disciplinary action that may be taken against those who commit an act of bullying.

Procedure

Any student who is the victim of bullying or cyber-bullying is strongly encouraged to promptly report the matter orally or in writing to the Upper School Dean of Students, the Middle School Dean of Students, Associate Head of School, Head of School, or to any other faculty or staff member with whom the student is comfortable speaking. An individual who learns or suspects that a student is being bullied should take appropriate steps to intervene, to the extent that he/she can do so without danger or peril to him/herself or others, and report such information to the Head of School, Associate Head of School, the Upper School Dean of Students, and/or the Middle School Dean of Students as soon as possible. The Head of School, or Head of School’s designee, shall take steps to promote the safety of the alleged victim and shall investigate allegations of bullying. If the allegation is found to be credible, appropriate disciplinary sanctions may be imposed within the sole discretion of the School. The investigation will include an assessment of the effect the bullying has had on the victim. When the bullying involves conduct that potentially violates the criminal law, the police shall be notified.

Retaliation or threats of retaliation in any form designed to intimidate the victim of bullying, those who are witnesses to bullying, or those investigating an incident of bullying, shall not be tolerated. In most cases, retaliation or a threat of retaliation will result in the imposition of a short or long-term school suspension.

False reports concerning bullying may be subject to appropriate school discipline, including short or long-term suspension from the School.

Definitions

“Bullying” means the use by one or more students of a written, verbal or electronic expression, or a physical act or gesture, or any combination thereof directed at the student that: (i) causes physical or emotional harm to the student or damage to the student’s property; (ii) places the student in reasonable fear of harm

to him/herself or of damage to his/her property; (iii) creates an intimidating, threatening, hostile, or abusive environment for the student; (iv) infringes on the rights of the student to participate in school activities; or (v) materially and substantially disrupts the education process or the orderly operation of a school. The expression, physical act, or gesture may include, but is not limited to, an incident or incidents that may be reasonably perceived as being motivated by characteristics such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or mental, physical, or sensory disability, intellectual ability, or by any other distinguishing characteristic.

“Cyber-bullying” means bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data, texting, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic, or photo optical system, including but not limited to, electronic mail, Internet communications, instant messages, or facsimile communications. For purposes of this section, cyber-bullying shall also include: (i) the creation of a web page or blog in which the creator assumes the identity of another person; (ii) the knowing impersonation of another person as the author of posted content or messages; or (iii) the distribution by electronic means of a communication to more than one person or the posting of materials on an electronic medium that may be accessed by one or more persons, if the creation, impersonation, or distribution results in any of the conditions enumerated in clauses (i) to (v) of the definition of bullying herein.

Sexual Harassment

Through education and intervention, the School endeavors to maintain an environment that is free from sexual harassment. The School does not tolerate verbal or physical behavior that constitutes sexual harassment. Most unwelcome and/or harassing behavior results from ignorance and flirting or teasing that is not welcome or that becomes excessive. Being sensitive to other people’s feelings and communicating clearly are the best ways to prevent sexual harassment.

The School takes seriously all complaints of sexual harassment or retaliation, and will investigate each complaint thoroughly and promptly. A student or parent who wishes to report any alleged violation of the School’s sexual harassment policy, including any instance of sexual abuse, should contact the Head of School or any other administrator. The School reserves the right to act unilaterally to end sexual harassment where such intervention is deemed warranted.

Hazing

Hazing is prohibited. Under the laws of the State of Rhode Island, it is unlawful for any student to engage in hazing, or to aid or abet any other student in the commission of this offense. “Hazing,” means any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person.

Campus Violence Prevention

The use and/or possession of any weapon or weapon-like instrument are strictly prohibited and are a fundamental violation of our Community Principles. A weapon is defined as any instrument used to cause harm, for example, but not limited to: firearms, knives, sharp objects and explosives. Students are considered to be “in possession” of a weapon if they have weapons on their person, in their locker, backpack, or book bag, or in their automobile.

PCD is committed to providing a campus that is free from acts of violence and threats of violence. In keeping with this commitment, students are prohibited from threatening or committing any act of violence on campus. This policy applies to all students and students' families, as well as third parties, such as students' guests. PCD does not tolerate individuals who make threats, engage in threatening behavior, or commit acts of violence against employees, students, visitors, guests, or other individuals.

Individuals are prohibited from bringing onto campus any firearms, weapons, explosives, incendiary devices, or similar materials. Under the laws of the State of Rhode Island, it is unlawful to possess a firearm on the School's grounds or at school-related events. To the extent permitted by applicable law, this policy includes a prohibition against individuals having prohibited material in vehicles while stored in or parked on the School's property. Individuals who have licenses to carry weapons must also comply with this policy at all times.

Electronic Communications and Acceptable Use

Providence Country Day School views computers and computing resources as tools to be used to facilitate education. Students accessing our local network, the Internet, and the PCD website do so as members of our School community and they are expected to behave in a manner consistent with the values of our community. We expect students to assist us in maintaining the integrity of these resources. It is important to recognize that information and computer programs are forms of property protected by law and that electronic mail (email) is a form of speech for which we are responsible as to form and content.

In the School community, the use of computer facilities is a privilege, not a right, and use is expected to be for academic purposes only. The School seeks to protect legitimate educational uses of School computers and to impose sanctions on those who abuse the privilege. Whether physically on campus or off campus, whether during the school day or at night, on vacation or at any other time while enrolled at the School, whether linked to the School's network from in school or from a remote location or not at all, or using their own personal computer or communication device on or off campus, all students must comply with this Acceptable Use Policy and any applicable policies and procedures as long as they are enrolled at the School, as set forth in this Handbook and as further described below.

The School has explicit guidelines for using computers and other electronic devices, both on and off campus, using the School's network, and accessing the Internet. The School may monitor the activity and contents (including email) of computers on campus and/or connected to the School's network, to ensure student safety and that the guidelines are being followed. The School expects students and parents to adhere to the following guidelines.

Accounts: Students are given their own accounts with secure passwords and students should login (connect) to these accounts whenever using a School computer. No one should share an account or reveal his/her password to another person. No one should attempt to obtain, use or change a password on someone else's account. Users should disconnect (log out) from a computer when finished.

Personal Electronics:

Middle School: All cell phones must be turned off between 8:00 AM and 3:30 PM. Phones may be used for emergencies and school related purposes **with the permission of a teacher or administrator**. Parents are asked to call the Middle School office if they need to speak with their child(ren). Laptops and/or tablets may be used in classrooms and the library for educational purposes only.

Upper School: In common areas, such as the hallways of Lund, the Leeds corridor, Kilcullen Student Commons, and Chace Hall, appropriate, quiet, respectful, and non-disruptive use of personal electronics (including cell phones) is permitted. In the classroom, study halls, and the library, cell phones are to be silenced and not accessed by students unless otherwise permitted by the teacher, study hall proctor, or supervising adult. Laptops and/or tablets may be used in those locations for educational purposes only.

Any student (Middle or Upper) who uses an electronic device outside of the above guidelines may have his/her device confiscated.

Registering Devices: In an effort to thoughtfully manage the use of technology at PCD, we have a registration system for all personal electronic devices. Since cell phones, iPads and laptops are part of our students' everyday lives, it is incumbent on us to help ensure the safety of these personal devices. Toward that end, we ask all parents to register any device that students bring to school via the form on the Parent Portal of our website. In the event that a student needs to locate a lost device, we will be able to assist via the secure registration. Please note that any information provided is confidential and will only be used to help locate a missing device.

Students may not:

- Post personal contact information about themselves or other people
- Try to access network resources not intended for them
- Alter electronic communications to hide their identity or impersonate another person
- Communicate with or make plans to meet in person anyone the student has contacted on-line
- Use inappropriate language or images in email, web pages, videos, or social networking sites
- Play computer games at School, unless for instructional purposes as specifically assigned or permitted by a teacher or administrator
- Download, install, and/or copy games
- Be disrespectful by talking or posting derogatory material (images, video, etc.) via email, social networking sites, live chat, web page, or any other method
- Engage in cyber-bullying, harassment or explicit electronic communication, in violation of the School's Bullying Prevention and Intervention Plan and related policies as stated in this Handbook;
- Access inappropriate information on the Internet such as (but not restricted to) sites that bypass filtering, promote hate or violence, gaming, or sites with sexually explicit or graphic, pornographic, or obscene material
- Plagiarize printed or electronic information; students must follow all copyright, trademark, patent and other laws governing intellectual property
- Install or download software onto School computers from the Internet, home, or by any other means; they may not remove network cables, keyboards or any other components unless expressly permitted by the School
- Remove any School-owned computer equipment from the School
- Store personal files on the network, except in their own network user account; any information that a student leaves on a School-owned device may be deleted at any time, with or without notice.
- Disclose confidential or proprietary information related to the School, make public remarks that defame or disparage the School, its employees, its students or its interests, or that recklessly disregard or distort the truth of the matters commented on

- Access, change, delete, read, or copy any file, program, or account that belongs to someone else without permission
- Use the network for illegal or commercial activities
- Intentionally vandalize, steal, or cause harm to any School-owned equipment
- Deliberately disrupt or attempt to disrupt the software or hardware of the School network
- Send text messages to any School employee, unless the text message is related to educational, co-curricular, extra-curricular, athletics, or other School-sponsored activities
- Be “friends” with, or otherwise directly connected to, any School employee on any social networking site that is not used primarily for educational purposes (**e.g., Twitter is often used by both faculty and the Administration for educational and informational purposes**). If a student is contacted by a School employee via non-School channels for non-educational purposes, the student should immediately notify his/her advisor.

Students should understand that:

- The use of inappropriate language, harassment, and disrespectful comments in email, texting or a chat room, or on a website or social networking site from either inside and outside the School, and whether during the school day, after hours, or during vacation time, as long as a student is enrolled at the School, may result in disciplinary action.
- There is no guarantee of privacy associated with their use of the School’s technology resources. Students should not expect that email, voice mail or other information created or maintained on the School’s network or School-issued devices (even those marked “personal” or “confidential”) will be private, confidential, or secure. The School has the right to access and monitor both student-owned and School-owned computers and communication devices connected to the School’s network. By accessing the School’s system, each student has consented to the School’s right to view and/or monitor the School’s network and all of its associated accounts.
- They will be held accountable for unattended accounts, and for use of their computer or communication device, if such equipment is left unattended and/or used by another individual.
- They are expected to read, understand and sign the Acceptable Use Agreement (included as [Appendix B](#) of this Handbook). Students should understand that students are responsible for following these rules. If a student does not follow these rules, and if use of technology on or off-campus negatively impacts the educational experience of a student enrolled at the School, the student may lose computer privileges and may face disciplinary action.

Parents should understand that:

- It is the responsibility of all parents to read this policy and discuss it with the student.
- Teachers and administrators will strive to help students understand this policy at a level that is appropriate to their age and maturity.
- If a student willfully damages the hardware or software of any School-owned technology, the parent will be responsible for paying for the repair or replacement of that technology.

The School reserves the right to:

- Access, view, monitor, and track any information or communication stored on or transmitted over the School’s network, on or over equipment that has been used to access the School’s network, or School-issued devices, and under certain circumstances, it may be required by law to allow third parties to do so. In addition, others may inadvertently view messages or data as a result of routine systems maintenance, monitoring, or misdelivery.

- Restrict the material accessed and not permit computers to be used for commercial purposes or for accessing inappropriate sites.

Network Security

Security on any computer network is a high priority, especially when the system involves many users. If a student feels that he/ she can identify a security problem on the Internet, the student must notify a system administrator. Students should not demonstrate the problem to other users. Attempts to log on to the Internet as anyone but the student him/herself may result in cancellation of user privileges. Any user identified as a security risk or having a history of problems with other computer systems may be denied access to the School's network.

Vandalism

Vandalism will result in cancellation of privileges and may result in disciplinary action. Vandalism is defined as any malicious attempt to harm or destroy data of another user, Internet, or other devices or networks. This includes, but is not limited to, the uploading or creation of computer viruses, attempts at gaining unauthorized access, changing hardware or software settings, or changing online materials without permission.

Reporting Violations

Students are expected to assist in the enforcement of this policy. If a student suspects a violation of this policy, or if a student feels nervous or uncomfortable about another school community member's use of technology, the student should immediately report his/her suspicions, feelings, and observations to his/her advisor or other administrator.

Users should be considerate of the needs of others who may be waiting to use the equipment. Students should not monopolize resources. Mass emailing, massive downloading, using Internet chat rooms or multiple printing (using printers as copy machines) is not allowed.

Students are encouraged to ask for help from a faculty member rather than experiment in a way that might alter the operation of the system.

Students who do not abide by the policies listed above are subject to revocation of computer privileges and will be referred to the Dean of Students. Some violations may constitute criminal offenses as defined by local, state and federal laws, and the School may initiate or assist in the prosecution of any such violations to the fullest extent of the law.

All students and their parents must co-sign an Acceptable Use Agreement ("AUA") at the beginning of each school year and submit the completed form to the Dean of Students. The AUA includes detailed behavioral expectations for email and social networking and is included as Appendix B to this Handbook and on the Parent Portal of the School's website. Please note that this policy and the AUA do not intend to create, nor do they create, a contract or part of a contract in any way, including, but not limited to, between the School and any parent, guardian or student affiliated with or attending the School. The School reserves the right, in its sole discretion and without notice, to interpret, add, revise and/or delete School policies and procedures at any time, before, during and after the School year. Questions or concerns may be addressed to the Dean of Students.

Explicit Electronic Communication

The School prohibits students from using technology devices (whether owned by the student or the School, and whether through use of the School's network or outside of the School's network, and whether used on or off campus) to send any written message or image that contains explicit representations or references to sexual conduct, sexual excitement, or nudity. Rhode Island law prohibits anyone (regardless of age) from disseminating obscene or pornographic images of minors and prohibits a minor from transmitting an indecent visual depiction of him/herself to another person; and the School reserves the right to contact law enforcement should any student violate this policy.

Email

Students are given their own Gmail accounts with secure passwords that should not be shared. Gmail should be checked daily to maintain consistent communication with members of the School community as necessary. PCD Gmail should only be used for School-related matters, but may be forwarded to another personal email account.

Acceptable, appropriate content of messages and attachments is mandated for all electronic mail. Electronic mail must not be used for harassment or offensive messaging and may not be sent anonymously. Messages and attachments may not include plagiarized material and must abide by copyright laws. Students are warned that email generated on the School's network is not confidential and is subject to being read by the Administration.

Social Media

The School understands the desire of students to use social networking websites, Internet bulletin boards, blogs, chat rooms, and other online resources or websites (*e.g.*, Facebook, Twitter, Instagram, Pinterest, Shutterfly, Wikipedia) (collectively referred to as "Social Media"). Whether or not a student chooses to use Social Media is a decision the student should make in consultation with the student's parents. However, to the extent that students, parents or members of the School community represent the School to each other and to the wider community, participation in such Social Media should be done responsibly with a mind toward how both the forum where one chooses to participate and the content posted reflect on that person individually and on the School. Moreover, issues concerning respect for the privacy of students, copyrights, trademarks, and confidentiality of sensitive information are all important to understand *before* participating in Social Media. With the foregoing in mind, the School encourages students and parents to create an atmosphere of trust and individual accountability when accessing Social Media and the School's network. Students are expected to comply with the policies outlined in the School's Acceptable Use Policy regardless of whether they are using School-provided equipment or their own personal devices.

Bring Your Own Device ("BYOD")

Students may bring their own personal devices to School. Usage must comply with the personal electronics guidelines outlined in this handbook. The School will not be held responsible for computer loss, theft, or damage that may occur. Mobile devices will be used to support learning needs, and must be stored securely when not in use.

Use of Alcohol, Drugs/Testing

The use, possession, purchase, or distribution of drugs, drug paraphernalia, or alcohol, or misuse of prescription drugs or other chemicals is strictly prohibited and is a fundamental violation of our Community Principles. Please see also the “Counseling and Educational Interventions” section of this Handbook.

As with respect to the violence prevention policy, because the School’s concern for the health and safety of students extends beyond the bounds of the School’s campus, the School may take action with respect to inappropriate, illegal, unhealthy, or dangerous behavior, not only in substance abuse situations, but also under other circumstances—at School or elsewhere, as it deems appropriate, in the School’s sole discretion.

Seeking Help

In the context of alcohol or substance abuse, the School community encourages students to seek advice from adults. The faculty endeavor to foster an atmosphere of trust on campus and views student-faculty conversations as vital to that effort. Students should seek guidance from adults whose judgment they trust and respect. The School believes that students and faculty should be guided by their obligation to and respect for other members of the community in seeking the best possible help for themselves and others. Students and faculty should inform themselves fully about this policy and should make certain they understand the options contained in it.

In a non-disciplinary situation involving alcohol and/or substance abuse (one in which school rules are not currently being broken and no disciplinary investigation is underway), a student may request a non-disciplinary response so that he/she may freely seek guidance from a faculty member in order to resolve a problem. A student may disclose a past violation of a school rule, including use of alcohol or other drugs, during such a discussion. No School disciplinary consequences will result from that conversation. Faculty will generally honor the anonymity of the student and not share any matter brought to them during such a conversation unless they need to seek additional guidance in order to help the student. The seeking of such guidance will generally occur only after consultation with the student. Parents will generally not be notified of information gained through such a conversation, unless there is danger of physical or emotional harm to any person. Such notification of parents will occur only after consultation with the student or students concerned. The law requires notification of state authorities in specific cases, including those involving child abuse or neglect.

In order to help a particular student obtain guidance in a non-disciplinary situation, a faculty member may initiate a conversation about a concern with a student and offer a non-disciplinary response. A student thus approached is under no obligation to offer information to the faculty member.

In a discipline case, there may be reasons for medical concern about a student who is involved in the disciplinary incident but who was not observed by a faculty member. (The term “faculty member” is here understood to include adults to whom supervision of School students has been assigned.) Information obtained from other students may be used to help such a student or students receive medical care. Students who receive such care will be offered assistance without disciplinary consequence, and their parents and advisors will usually be contacted. Students whose violation of school rules was discovered by a faculty member and who provide information in order to help other students will not be exempt from disciplinary consequences that arise from their own participation in the disciplinary incident.

A student may disclose to a faculty member information about an episode of drug or alcohol violation currently underway, involving him/herself or other students. No disciplinary consequences will result from

that conversation, unless a faculty member has already observed or has obtained material evidence of a violation. The student or students involved will be referred to medical care. Parents and advisors will generally be contacted.

Students should be aware that the law may require notification of state and local authorities in specific cases, including those involving child abuse and neglect, even when the school offers a non-disciplinary response. Students may be subject to law enforcement investigation and response.

Smoking (Including E-Cigarettes and Vaping)

The use, possession, purchase or distribution of tobacco or nicotine delivery devices, including, but not limited to, devices such as vapor pens, hookah pens, and e-cigarettes, is strictly prohibited. Consistent with the School's commitment to healthy behavior and decision-making, counseling and education about the health related consequences of tobacco (and its more modern equivalents) use may be required if the School is concerned about a student's use of these products.

Search and Seizure

Lockers are the property of the School. Students exercise control over their locker from other students, but not from the School and its officials. As a result, the Head of School and the Head of School's designees, as well as law enforcement officials, have the right to search lockers to ensure School safety and the students' welfare, including, without limitation, to determine if students are harboring stolen property, weapons, or illegal or dangerous substances, and School and law enforcement officials have the right to seize such items or other items that jeopardize the safety of the students or the building or constitute health hazards. The School also reserves the right to conduct random searches of School lockers throughout the year. The School may also search students' backpacks, purses, mobile devices, personal computers, vehicles, and other similar items if the School suspects a student may be violating the law or breaking a School rule.

Gambling

The School prohibits gambling of any kind, including gambling over the Internet.

V. DAILY LIFE AT SCHOOL

Advisors/Counseling

Advisors and advisees meet in regularly scheduled meetings and by individual appointment. They have daily contact during homeroom period. Advisors also receive copies of grades and comments, homework slips, interim reports and discipline slips. Parents may arrange to meet with advisors at other times during the year, speak by telephone or communicate by email.

An advisor is not expected to act as a counselor to students or families on personal matters and will refer students as necessary to the school counselor. Advisors will treat any confidential information shared with them with discretion; however, the advisor may share sensitive information with the Associate Head of School and/or Dean of Students.

The School Counselor is available to provide guidance on personal matters. If the counselor determines that professional treatment is appropriate, he will refer the student/family to an outside resource.

Middle School

Middle School students are assigned advisors at the beginning of each school year. Advisors monitor their advisees' social and academic progress at School, and help facilitate communication between School and home. Middle School faculty meet each week to plan, share information about grade-level issues, and discuss their advisees' progress.

Advisors meet with parents during the fall and spring conferences to review progress and share information. Parents may also arrange to meet with advisors at other times during the year or to speak by telephone.

Upper School

Advisors in the Upper School work with students in three areas: they monitor students' academic and social progress, they provide guidance in scheduling courses, and they help facilitate communication between families and the School. Ninth grade students are assigned an advisor from the ninth grade advisor team for one year. In the tenth grade, students are assigned a new advisor with whom they will work for the following three years, through graduation.

Advisors and advisees meet in regularly scheduled meetings during community time and by individual appointment. They also have daily contact during homeroom period. Advisors meet with parents during the fall and spring conference days to review progress and to share information. Advisors receive copies of any information relating to a student's progress in the Upper School (comments, report cards, interim progress reports, discipline reports, etc.). Advisors are generally present for conferences with the Associate Head of School and/or Dean of Students relating to their advisees' progress. Advisors are also generally present for Community Standards Committee hearings involving their advisees.

School Day Schedule

Middle School

Metcalf Hall opens at 7:30 AM for early arrivals.

The daily Middle School schedule begins at 8:05 AM, with Homeroom Period, except for Wednesdays, when classes begin at 8:40 AM. The schedule Monday through Thursday consists of six class periods, a mid-morning break, study hall, lunch, and sports.

Students are dismissed at the end of Sports Period, at approximately 3:45 PM each day, unless there is a scheduled athletic contest or extra-curricular event. Middle School students should be picked up at the end of athletics. Students should be picked up promptly at the end of the day or after athletic contests and extra-curricular activities.

Upper School

The Upper School day begins at 8:05 AM except on Wednesdays when school starts at 8:40 AM. We recommend that students arrive at school prior to 8:00 AM except on Wednesdays, when they should arrive prior to 8:30 AM. Athletic activities start approximately 15 minutes after the last class and end at different times depending upon the sport.

The Atlas is PCD's seven-day rotating schedule. Classes meet in a similar sequence each day, but the sequence starts with a different period each day. The classes continue to rotate for seven days, with every class meeting six of the seven days. A lunch period is assigned to coordinate with a student's course schedule.

School Delays/Cancellations

When the winter weather brings dangerous driving conditions, we will consider closing School for the day. We will post School cancellations on the home page of our website, www.providencountryday.org, via our all-school alert system, and will broadcast the cancellation on the following stations:

<u>RADIO</u>		<u>TELEVISION</u>	
WPRO AM	630 AM	WLNE-TV	Channel 6
WPRO FM	92.3 FM	WPRI-TV	Channel 12
WHJJ AM	920 AM	WJAR-TV	Channel 10
WHJY FM	94 FM		
WLKW FM	101.5 FM		
LITE FM	105 FM		

Parents, especially those outside the local area, who judge road conditions too dangerous for travel, should call the School to advise us of their decision if School is not cancelled. Safety first!

Drop Off/Pick Up Procedures

Lund Hall is generally open by 7:15 AM and closes at 5:00 PM. Students waiting for pick up after 5:00 PM may be asked to report to Murray House or West Field House, unless there is an administrator or faculty member available to remain with them.

Early Dismissal

For a student to be dismissed at a special time (or to be excused from sports), the student must bring a note explaining why and specifying the time of dismissal. The note should be given to the Middle School or Upper School Administrative Assistant at the beginning of the school day. Parents are asked, whenever possible, to avoid scheduling appointments that will conflict with classes.

Students will not be excused to go home for any reason, including illness, unless the School has been able to contact a parent or other responsible adult. Please see “Health Services Information - Illness” in the “Support Services” section of this Handbook.

Middle and Upper School students who must be excused during the day are required to meet their parents in the Middle or Upper School office, with the exception of those Upper School students who drive. Parents must sign students out. All students returning to School before the end of the day must sign in.

School Meetings and Assemblies

Both the Upper and Middle School schedules provide opportunities, within the school day, for assemblies, activities, and meetings with advisors through Community Time. While assemblies or special days may result in some juggling of class meeting times, they generally do not alter the length of the day. Parents will be notified if there is an exception.

Bus and Transportation Information

Students who live in Rhode Island may qualify for public school transportation to PCD. Parents interested in taking advantage of this service are encouraged to see details on our website at <http://providencountryday.org/Admissions/TransportationtoPCD>.

Bicycles and Skateboards

Bicycles may be ridden to School but are not to be used as transportation during the day. Bikes should be kept parked and locked. They may not be stored in campus buildings. For safety reasons, skateboards are not allowed on campus at any time.

Student Lockers and Valuables

Students are given their own lockers. All lockers are the property of the School and are subject to search and inspection. Personal materials are to be stored in lockers. All books and notebooks should be properly identified with the labels provided. A student should never open another student’s locker. Decorations must be in the spirit of good taste and judgment (at the discretion of the School) and need to be taken down within two weeks of the end of the academic year. Lockers should be kept neat and organized. The area around the locker is the students’ responsibility and should be kept clean. With the exception of bottled water, food may not be kept in lockers.

Dining Services

Sage, the PCD dining service, offers a daily choice of hot meals, a salad bar, a deli counter, and assorted beverages, snacks and desserts. The meal plan is included in the tuition.

All students are asked to assist with clean up in the dining room. This typically involves wiping down tables, resetting chairs, and doing general pick up. Assignments are made on a rotating basis and faculty supervision is provided.

Middle School students help with clean up at the end of their mid-morning break and lunch period. Upper School students help at the end of their lunch periods. Even though seniors have off-campus privileges they are expected to remain on campus to perform lunch duty when assigned.

VI. GENERAL SCHOOL INFORMATION

Accreditation

NEASC 2014

Professional Memberships

AISAP (Association of Independent Schools Admissions Professionals)

AISNE (Association of Independent Schools of New England)

CASE (Council for Advancement and Support of Education NAIS (National Association of Independent Schools)

East Providence Chamber of Commerce

ISARI (Independent Schools Association of Rhode Island)

NAIS (National Association of Independent Schools)

NBOA (National Business Officers Association)

NEASC (New England Association of Schools and Colleges)

Providence Chamber of Commerce

Governance

The Board of Trustees

Providence Country Day School, like most independent schools, is governed by a Board of Trustees. It has been said that while Heads of School and individual trustees may come and go, the Board itself is the one permanent aspect of any school. As such, the Board is responsible for the future of the institution. They hold that future "in trust," hence their designation as Trustees. Their stewardship role includes financial support of the School to the best of their ability and asking others to do the same. Another important role of an individual Trustee is to serve as an ambassador for the School in the community at large.

The Decision-Making Process

Major discussions and decisions are the responsibility of the Board. Past decisions to become coeducational and to consolidate on the East Campus are both examples of the magnitude of Board level work. The Board relies on information provided to it by the Head of School and other key administrators, as well as on research and discussion carried out in committee. The varying backgrounds and constituencies of individual Board members are valuable factors in the decision-making process.

Membership

The Board is comprised of twenty to twenty-five volunteers. They represent PCD's parents, educators, alumni, friends and past parents. Trustee terms are three years long and may be renewed. Officers' terms are for one year and may be renewed. The Presidents of the Alumni and Parents' Associations are automatically voting Trustees for the length of their terms as Presidents.

Partnership with Head of School and Others

The President of the Board and the Head of School are in close, open communication with each other. The same is true of other Trustees and the faculty, administrators or parents with whom they work (on a special

or standing committee, for example). The Head of School and the Directors of Finance and Advancement attend every Board meeting. Other faculty or staff may attend as appropriate.

Committees

Standing committees of the Board are: Executive, Finance, Development, Nominating, School Affairs, Marketing and Buildings and Grounds. Many of these committees also recruit members from outside the Board. Committee Chairs make reports as appropriate at each full Board meeting. Those interested in the work of a particular committee may call the Head of School or the Trustee Chair. Committee Chairmanships are indicated in the Trustee listings in the Directory.

Role in School Affairs

Except in extreme and very unusual circumstances, neither the Board nor individual Trustees have a direct, ongoing role in daily School affairs. They rely on the Head of School and Administration to implement the policies that they have set. The Head of School and Administration are in turn responsible for assisting the faculty and volunteer constituencies with their work. While Trustees are generally happy to speak with alumni and parents about the School, they may not always be the best source for information on a particular incident or issue. With a specific question or concern, it is generally a good idea to go to the person (teacher, advisor, Division Director, etc.) closest to a parent's particular area of interest. That person can direct parents to another person or group if he/she is unable to respond.

Board of Trustee members are listed on the PCD website.

Communication and Conferences

Parent conferences are held three times per year (please see the School calendar for dates) and are important opportunities for teachers and parents to exchange information about student progress. Students may sometimes participate in these conferences, when specifically agreed upon by the teacher and parent, in order to maintain effective, direct communication among teacher, parent, and student. Additional conferences may be scheduled at the request of parents or teachers at any time during the School year.

PCD Website

The School website address is: www.providencecountryday.org. It is an important component of our communications system and we encourage members of our community to bookmark this site to stay abreast of all School happenings. The home page provides easy access to the latest news items, all-school calendar, the school blog, quick links to the most frequently visited areas, as well as links to the password protected parent and student portals. Most school forms can be submitted online via the website and authorized users can search constituent directories. Other content includes course descriptions, athletic schedules and results, media galleries, admissions information and applications, online giving, and much more. The best way to discover all the PCD website has to offer is to start using it.

Use of School Name and Logo

The purpose of this policy is to ensure consistent and appropriate use of the Providence Country Day School name and logos. In order to protect students and other members of the community, as well as to maximize promotional opportunities, it is essential that the School control how it is presented to the public. By

following the spirit of this policy, PCD will be a stronger community and be able to communicate that strength most effectively to all constituents and the world at large.

- Any representation of The Providence Country Day School (including PCD, Country Day, Knights or other moniker and associated logos), whether in print or on the web, must be authorized and/or produced by the School.
- All School printed materials (invitations, press releases, brochures, postcards, advertising, etc.) must be approved by the Director of Communications prior to distribution.

Please direct any questions to Greg Abel, Director of Communications at abel@providencecountryday.org.

Background Checks

With student safety as a priority at the School, the School conducts state and national criminal history and sex offender registry checks on all current and prospective faculty and staff of the School. In addition, all individuals who may have “direct and unmonitored contact with students,” including individuals to be employed by PCD and any non-parent volunteers, must undergo a criminal history background check, to confirm that no criminal history record information exists on file in the Federal Bureau of Investigation, Identification Division, or the State Bureau of Identification which would disqualify that individual from being employed or utilized in such capacity or position.

Under Rhode Island law, “any person seeking employment with a private school or a public school department who has not been previously employed by a private school or public school department in Rhode Island during the past twelve (12) months shall undergo a national and state criminal background check to be initiated prior to or within one week of employment after receiving a conditional offer of employment.” As such, the School conducts criminal background checks on all applicants for employment, unless one has been conducted within the past twelve (12) months.

Examples of the types of volunteer activities requiring a background check include, but are not limited to, field trips and reading with students in the classroom. A background check is typically not necessary for parent volunteers involved with larger School functions at which many adults are typically present or in instances where there is only the potential for incidental unsupervised contact with students in commonly used areas of the School grounds.

All information related to an individual’s background check is kept confidential, in a file maintained separately from the individual’s personnel file.

Current Family Contact Information

Parents are expected to keep the School informed of contact information for emergency situations. If a parent is going to be away from home for an extended length of time, please leave a forwarding address and telephone number where the parent can be reached, as well as information regarding who will be responsible for the student and how they may be reached in case of illness or other emergency.

Student Media Information

The School makes a concerted effort to highlight the accomplishments of our students and faculty, as well as to publicize the strength of the entire program offered by the School, in a variety of media formats. Student

Media Information--including student names, photographic images (portrait, picture, video, or other reproductions), audio recordings of students' voices, video recordings of students and/or reproductions of students' work and likenesses--may be used for educational and/or promotional purposes in print and electronic media. Outlets for publication of Student Media Information may include, but not be limited to, the School newsletter, marketing materials, the School website, social media, and local newspapers. The School adheres to the following general guidelines when using Student Media Information:

- Photographs or references to Student Media Information in traditional, print publications, such as our yearbook and School publications, may include the first and/or last names of students and community members.
- The School does not use first and last names of students, whose pictures are posted to social media sites.
- As part of the annual online registration process, parents/guardians must give/deny permission for their child's name, portraits, and work to be submitted to public media (local newspapers, TV, radio stations, social media sites, etc.). Any restrictions and/or concerns should be directed to the Director of Communications.

Religious and Cultural Observances

Various holidays are recognized and discussed with stories, plays, and special foods that convey the cultural significance of the holiday. The School recognizes, but does not celebrate, holidays from a religious perspective. If a particular holiday or its traditions are important to a parent's heritage, and the parent would like to share information with the students, the parent is invited to contact the teacher to make arrangements for a presentation about the holiday and its traditions.

Multiple Households

In order for the School to most effectively communicate with parents and support each student, it is important for teachers and administrators to be aware of students who spend time in multiple households. Please be sure to communicate to the School about primary caregivers in the event of an emergency, and whether special co-parenting arrangements exist. If there are court-ordered guidelines regarding visitations, picking up a student from School, parent involvement in field trips or other issues, please include the School in the communication loop. These situations can be stressful for parents and confusing for students, and parents' help in minimizing the School's phone calls home for clarification is very important. Unless otherwise specified, each parent for whom the School has current contact information will receive a copy of the student's report card as well as other informational mailings and electronic communications during the year.

Lesbian, Gay, Bisexual and Transgender Students

The School strives to provide a safe and supportive environment that will help students succeed academically and socially. To that end, the School promotes respect for all people, and will not tolerate harassment or bullying based on actual or perceived sexual orientation, gender identity, or gender expression that impacts a student's experience at the School (whether the bullying or harassment takes place on or off campus), including cyber-bullying through the use of electronic technology (on or off the School's campus, and on or off the School's network). Particularly with respect to transgender and gender non-conforming students, the School will work closely with students and their families to strive to honor their wishes with respect to use of School facilities, participation in athletics, accuracy of student records,

use of preferred name and pronouns, and privacy, in accordance with applicable law, and to the extent that the School's campus facilities reasonably permit.

International Students

Students enrolled at PCD from countries outside of the United States are required to ensure that their visas, health insurance coverage, and all other requirements applicable to domestic students (including vaccinations and completion of all enrollment and orientation forms) are in order prior to arriving on campus at the beginning of the school year. International students are also responsible for ensuring that their travel arrangements coincide with the school calendar. The School does not provide housing or arrange for housing, but will connect families with organizations who can assist in that process.

Visitors to Campus

All visitors must check in at the main office in Murray House.

Parking

We are fortunate to have a campus that provides for ample off-street parking and easy access for students to be dropped off and picked up after school. The safety and ease of our traffic and parking will be even more convenient if we abide by the following rules:

- The campus speed limit is 10 MPH. The administration and faculty strive to enforce this speed limit to enhance the safety of our students.
- Parking is permitted only in those areas designated by parking space lines. These parking areas were established so that parked cars will not interfere with student pickups, school bus traffic and delivery vehicles.
- Vehicles are not to be left running without an operator in the driver's seat.
- Parents picking up Middle School students in front of Metcalf Hall should NOT park along the grass median or along the north side of the playing fields.
- Please stop your vehicle before using your cell phone. Any activity that distracts your attention while driving places pedestrian safety at risk.

Student Driving/Parking

At the beginning of the school year, student drivers must complete a driver information form, which is available from the Parent Portal of the PCD website, and obtain permission from their parents to drive to and from campus. Student drivers are expected to adhere to the safety guidelines outlined above.

All student parking, whether for the day or for a few minutes, is to be on School property and is restricted to specified areas of the campus. Students in grades 9-11 may not return to cars during the academic day, nor are they permitted to leave campus prior to athletic commitments without permission from the Dean's office.

Student Records and Transcripts

Students' records are kept on file at the School. Each student's record contains a transcript with grades, commendations, test scores, teacher comments, advisor letters, and letters involving any major discipline infractions.

Lost and Found

The "Lost and Found" is located in each of the Middle and Upper School offices, as well as in the Field House. Retrieving lost articles is considerably simplified by the use of nametags or other identifying marks.

Middle School Facilities

Middle School classes are held in Metcalf and Chace Halls. Middle School lab sciences meet in the laboratory in the lower level of Chace. The sixth, seventh, and eighth grades have their lockers and homerooms on the first floor of Metcalf, and meet their homerooms and most of their classes there. The computer room and art rooms are also located on the first floor of Metcalf. The Learning Center, Corkery Auditorium, digital media lab, and the music room are located on Metcalf's second floor.

Middle School students use the dining hall on the upper level of Chace for mid-morning break and for lunch. Mid-morning break, a long-standing Middle School tradition, provides a break for students between morning classes. An assortment of healthy snacks is available in the dining hall and students may also bring snacks from home.

Middle School students use West Field House, Moran Annex and campus playing fields for athletic practices and game competitions. The Athletic Department provides lockers for each student in the Field House locker rooms.

Upper School Facilities

Offices

The upper school office is located in Lund Hall and may be accessed from the foyer at the front of the building. This office is used as a work area by faculty. Other administrative offices are in the vicinity of the Upper School office.

Academic Areas

Most Upper School classes meet in Lund Hall and Leeds Annex (which are connected to each other). The Upper School computer facilities are located in the Library. The Shurman Center for Global Understanding and Language Studies is located near the front of Lund.

Upper School assemblies are held in Corkery Auditorium, located in Metcalf Hall. Leeds Library, used by the entire school, is located on the lower level of the Leeds Annex.

Most visual and performing arts classes meet in Metcalf Hall. Assemblies, choral events and drama productions are held in Corkery Auditorium, on the upper floor of Metcalf.

Kilcullen Student Commons

The Kilcullen Student Commons, located in Lund Hall, is open to Upper School students. Food and drink are permitted only in this area of Lund; food deliveries to the Commons are not permitted. The School Council and all students are responsible for the cleanliness of this area. The School, in its sole discretion, may close access to this room if students fail to keep this room clean, create unacceptable noise levels, damage furniture, walls, or windows, or engage in exclusionary behavior.

Computer Facilities

Lund Building

Leeds Library houses a total of 15 computer workstations, where students can conduct research via the Internet and use a full range of software applications, access online databases, create multimedia presentations, use word processing and spreadsheet programs, and take advantage of numerous educational applications.

The Shurman Center for Global Studies

This Center serves as the language laboratory, housing computer workstations, audio/video conferencing capabilities, and other multi-media hardware and software.

Metcalf Building

The Middle School computer lab, located in Room 104 of Metcalf, provides a space for Middlers to use computers on a drop-in basis. There are 15 workstations, 2 scanners and a laser printer, so access to a computer is almost always possible.

The Main Office

Murray House is the main administration building at PCD. It houses the offices of Admission, Business, Development, Communications, and the Head of School.

The Middle and Upper Schools each have their own office. Communications with the Middle School should be directed to the Middle School Administrative Assistant at x122. Upper School communications should be directed to the Upper School Administrative Assistant at x161.

Copy Machines

Office equipment, including copy machines, is not to be used by students unless authorized by a teacher.

Telephones

Students may use the School's telephones with the permission of a faculty or staff member.

School Store

The school Bookstore is located in the basement of Chace Dining Hall. It is generally open Monday–Friday, 12:15–1:45 PM, and sells books, paper, pens, pencils, and PCD branded gear and accessories. Please visit www.providencecountryday.org/parents to view our online bookstore.

Gift Giving

Gifts from individual families to teachers are in no way required or expected.

Gift giving among students at School can lead both to awkwardness and hurt feelings. We discourage students from exchanging gifts at School, and if students choose to do so, it should be done as privately as possible.

Asbestos Hazard Emergency Response Act

This notification is required by the Asbestos Hazard Emergency Response Act (AHERA, 40 CFR Part 763 of Title II of the Toxic Substances Control Act). Asbestos Management Plans have been developed for the School. These plans are available and accessible to the public at the School's Physical Plant Office.

VII. CO-CURRICULAR AND EXTRA-CURRICULAR ACTIVITIES

School Council

The School Council meets regularly during the year, usually one day a week prior to the start of classes. With the mission to address matters related to school life, this group consists of:

- 2 Co-Presidents - elected in the spring
- Class Representatives (one male and one female per class)
 - Grades 10-12 elected in the spring
 - Grade 9 elected in the fall
- 2 Middle School Representatives
- 2 Members-at-Large, chosen from the full school in the fall
- 2 Faculty members

Community Service

- Upper School students are expected to meet a community service obligation as part of their required program for graduation. Details are as follows:
- Students must complete a minimum of 45 hours of service prior to the beginning of their senior year, with the recommended amount being 15 hours per year.
- All students are expected to participate in School-wide Days of Service in each of their Upper School years and will receive three hours of service credit for each day of participation.
- Students will be able to apply up to five hours per year of “Internal Service” to their annual total. Internal Service denotes participation in School-wide service events and activities that are related directly to service to PCD. Internal Service includes the Admissions Ambassadors program, Peer Tutoring, or another approved activity.
- Students completing service in their communities must submit written verification to their advisors and the PCD coordinator of community service.
- The School maintains a “bank” of resources for students seeking areas of potential service. Updates are posted on the Lund Community Service Bulletin Board as well as on the website.
- The School will recognize students whose service exceeds 100 hours, or, whose service, in the judgment of the faculty, reflects excellence in terms of its commitment and impact.

Clubs and Activities

As we prepare young men and women to take their place in the world, we stress the value of pursuing personal interests and hobbies as a means of developing talents and leadership skills. Student leaders work with faculty sponsors and student members to coordinate and prepare for club related activities. Participation in extra-curricular activities is required for all Upper School students. The Upper School Dean of Students oversees this area of school life. The specific clubs and organizations available each year shift with student interest and leadership, with faculty participating in an advisory capacity.

Performing Arts

Upper School students have several opportunities throughout the year to showcase their talents in performing arts. Fall productions are typically dramatic scripts, while the winter production is a musical, allowing students to express themselves through acting, singing and dancing. All productions provide opportunities for onstage performers, set design, and technical crew.

The annual Coffee House is an evening of student-produced vocal and instrumental music and poetry readings performed by Upper School students.

Middle School Extra-Curricular Activities

Middle School students experience busy days at PCD, and their academic and athletic commitments are extensive. During the year, students will also become involved in activities that are organized along class lines or across the entire Middle School. Examples of these include the Adopt-a-Family initiative and the Thanksgiving food basket collection. Typically, individual students also take part in additional activities that often meet outside of the school day.

Red and Black Competition (Middle School)

Middle School students engage in a yearlong competition between the Red and Black teams. The two teams are comprised of members of all the classes. They vie for points in areas of citizenship, community service, academic excellence, athletics, and knowledge of School history. Eighth graders are elected to serve as team captains. The competition culminates at the end of the year with the presentation of the Red and Black Cup to the team that has accumulated the most points.

VIII. SPECIAL EVENTS

School Gatherings Off-Campus (Not Sponsored by School)

In the younger grades, party invitations should not be delivered or discussed at School unless all classmates are included. The misuse of party invitations in a School setting can be very hurtful to students. The invitations themselves can offer all parents an important teaching opportunity with students on considering the feelings of others. No one likes to be excluded, and often parties create these feelings in students who are not a part of the celebration. We also ask that invitations, cards, and the like not be distributed in School unless they are distributed to the entire class.

Many families ask us for recommendations regarding the best practices for hosting student parties/events (particularly for upper schoolers) in their homes. The following suggestions are guidelines, based on commonly accepted social norms. You are of course responsible for the events in your home, as well as the minors who attend them.

1. Always be at an event or party in your own home.

- The parents should be the greeters. During the party, parents should casually make their presence known.
- Have the party in a part of the house where the guests will be comfortable and where you can maintain adequate supervision.
- Be the ones to bring in the food and beverages. This will keep the party running smoothly, and it will allow you to meet your child's friends.
- Occasionally walk around outside.

2. Clearly establish ground rules and expectations with your child before the party takes place (and before your child goes to any social event).

- Let students know your expectations: they want guidelines, though you may hear something quite different.
- Give students options, but with clear guidelines. Discuss their responsibilities and discuss what the consequences are for inappropriate behavior and what the rewards are for appropriate behavior.
- Stress the concept of shared responsibility.
- Parents should take the responsibility of "playing the heavy," if there is inappropriate behavior.

3. Make sure there is plenty of a food and non-alcoholic beverage and plan activities.

4. If your child is invited to a party, you should contact the parent giving the party and:

- Verify the location.
- Verify that parents will be present.
- Verify the starting and ending time.
- Offer assistance (e.g., chaperone, food, etc.).
- If there is to be a sleepover, find out what the ground rules will be.

Finally, if you must be away for any length of time, make arrangements for quality supervision in your home to ensure that you, students, and your home are protected. Too many parties occur in homes when parents are away. Let the School and neighbors know you are away.

Field Trips

Educational field trips are an integral part of the PCD curriculum. Faculty schedule field trips throughout the year to enhance and support their curricular goals.

Special Overnight Trips

Middle School

Each Middle School class participates in at least one overnight trip during the year. On these trips, students have the opportunity to work with each other and to strengthen bonds with classmates and teachers. The length of these trips varies by grade level. All students are expected to participate.

Upper School

The senior class whitewater rafting trip is a long-standing tradition at the school. All seniors are expected to participate on this trip, which takes place in early September. Other overnight trips in the Upper School, such as Quebec, Close Up, New Hampshire Primaries, and the Heifer Farm, are elective in nature and are planned in conjunction with faculty sponsors.

Dances

The following rules apply at all School-sponsored dances:

- Once they arrive at a dance, students must stay in the designated area.
- Faculty representatives will be present at the dance and will be in charge at all times.
- Students may not leave the dance before it is over unless accompanied by a parent/guardian or other authorized person.
- Students may not leave a dance early and then return.
- School rules apply.
- Students must be in attendance during the day in order to attend a social event after school.

IX. LIBRARY

Hours

Leeds Library is open Monday–Friday from 8:00 AM until 4:30 PM.

Circulation

Material borrowed from the library must be checked out at the Circulation Desk, whether for one class period or two weeks. ALL MATERIAL MUST BE CHECKED OUT. Books circulate for two weeks. There are no fines for overdue books. We ask students to return their books on time. Please leave returns at the Circulation Desk. Materials can be renewed unless someone has requested them.

Current issues of magazines and reference materials do not circulate and must be used in the library. All other magazines may be checked out overnight.

Reserve Material

Reserve material is kept at the Circulation Desk and may be signed out for LIBRARY USE ONLY during the school day and overnight at the end of the school day. Overnight materials must be returned before first period on the following school day. An overdue fine of 50¢ per class period will be charged for late material.

VERTICAL FILE material is for LIBRARY USE ONLY.

Lost or Damaged Material

Students are responsible for items borrowed from the library. Please notify us regarding lost or damaged material. A grace period will be granted in order to find a missing item. At the end of the grace period students will be billed for the replacement cost plus a \$5.00 service charge. If material is returned within six months of the billing, the replacement cost will be refunded, but not the service charge.

Guidelines for Student Behavior in the Library

To ensure an atmosphere that is conducive to learning, quiet study areas have been established within the Leeds Library. Whispering is allowed in the informal area of the library (periodical corner and tables on the lower level). Quiet is expected on the lower level in study carrels, at tables, and in the stacks. No eating, drinking, or gum chewing is allowed in any part of the library.

We ask your cooperation in the observance of the above rules. Failure to comply with these standards of behavior may result in a loss of privileges for a period of time to be determined by the librarian.

X. ATHLETICS

Athletic Department Mission Statement

The mission of the PCD Athletic Department is to provide student-athletes the opportunity to develop their physical, mental and competitive skills to their fullest potential. Under the direction of their coaches, student-athletes are supported and encouraged to increase not only their technical knowledge of a sport, but also their communication and interpersonal skills. By helping to develop the student-athlete's mental and physical well-being, the Athletic Department contributes to the mission of the school to develop well rounded, engaged citizens.

Eligibility

Each student participating in the athletic program is required to have the following medical forms on file in the school nurse's office PRIOR to the student's participation in a school sport (this includes preseason practices):

- RI State Physical
- Student Health History
- Emergency Authorization
- Mediation Authorization (if applicable)

The physical exam must include any restrictions that the examining physician has placed upon the student (minimum weight to wrestle, use of inhaler prior to activity, no contact sports, etc.).

If an athlete is removed from active participation due to an injury or medical condition (associated with PCD athletics or an outside sport), the student must receive medical clearance in the form of a written doctor's note in order to return to active participation. Once cleared, athletes are expected to return to full participation. Athletes will NOT be allowed to return to active participation if:

- They have stitches or staples;
- They have a cast or device that prevents movement of a joint necessary for participation in the sport; and/or
- The Athletic Trainer and Athletic Director determine that participation is not in the student athlete's best interest.

Waivers

An Athletic Waiver may be requested by those students who are medically excused from participation in athletics (physician's statement required). Students who receive an Athletic Waiver are required, where feasible, to manage a competitive team for two seasons. Arrangements for managing should be made through the Athletic Director.

Participation in Athletics

Physical activity is an integral part of the School's curriculum and is designed to provide optimum growth and development for each student. Therefore, every student is expected to fully participate unless excused

by the school. A student who is ill or injured will be excused only if the student has a note from home, the School Nurse, or a doctor.

Students are responsible for having appropriate and necessary clothing and footwear for each session. Students are encouraged to mark clothing with his/her name. Each student is encouraged to use the School-issued lock and locker, for which the student is responsible during the school year.

Sports Philosophy

Athletic programs are designed to support academics by helping students become physically fit and mentally alert. Student-athletes typically learn life lessons that endure long after the wins and losses are forgotten. The benefits of participation include the development of self-confidence, teamwork and sportsmanship skills. In addition, we believe in the basic tenet that sports are fun and participation should be an enjoyable and memorable part of the PCD experience.

Middle School Sports

We feel it is important that all Middle School students be held to the same standards of participation and effort, regardless of prior experience or ability. Whenever possible, we offer A and B level teams to allow the maximum number of students to participate in a given sport. The A level teams focus more on competitive success, while B level teams spend more time teaching the rules and fundamentals of the game. Students not wishing to participate in competitive team athletics will have a physical education option that will meet everyday during the Middle School sports period. The list of choices by grade and season are as follows:

<u>FALL</u>	<u>WINTER</u>	<u>SPRING</u>
Cross Country	Basketball	Baseball
Soccer	P. E.	Lacrosse
P. E.		P. E.

Note: Eighth graders who are interested in trying out for a varsity sport must first see the Assistant Athletic Director. Please read the following “Policy for Middlers Participating in Varsity Sports.”

Policy for Middlers Participating in Varsity Sports

The history of athletics at PCD supports the policy that if an 8th grade student is adequately skilled and desirous of participating in varsity sports, he/ she may be afforded that opportunity but may also be required to participate in Middle School sports. Prior to the beginning of the season, the Middle School Dean of Students, Athletic Director, and appropriate coaches will review requests by 8th grade students to participate in Upper School athletics. Students who are approved to participate in Upper School sports will have their academic, social, and athletic progress carefully monitored by their faculty advisors. Students participating in varsity sports are required to be in study hall during Middle School sports. In those sports where PCD competes in the Rhode Island Interscholastic League, league rules do not permit Middle Schoolers’ participation.

Upper School Sports

Upper School students have a four-year, minimum sports requirement, which must be satisfied prior to graduation. A minimum of 9 points must be earned to fulfill the upper school graduation requirement for

athletics – at least 2 per year. Freshmen, as well as new 10th, 11th, and 12th graders, are expected to participate on a fall team.

If a student enters the Upper School as a 9th grader, the student is expected to earn 9 points. (If a student has earned 9 points by the end of junior year, the student must earn at least two additional points as a senior.) If the student enters as a 10th grader, the student must earn 7 points; 11th grade—5 points; 12th grade—2 points.

- 1 Point is earned for each season that a student participates on either a PCD varsity team, a PCD junior varsity team, or in a PCD Players musical cast.
- 1 Point is earned for a daily team manager commitment.
- 1 Point is earned for a school-approved outside activity.
- May only be used for athletic/physical activity not offered by PCD.
- Outside sport minimum requirement is 10 hours per week.
- ½ Point is earned for winter intramurals (2 days/week) or Fit for Life (3 days/week). A full-week commitment earns 1 point.
- ½ Point is earned for game-day support/scoring.

The Dean’s Office, in consultation with the Athletic Director, oversees the Upper School sports requirement.

Interscholastic Competition

Students in the Upper School have the opportunity to participate in interscholastic sports. By participating in sports, students are given the opportunity to develop their individual skills, increase their knowledge of a sport, and enhance their self-esteem in an environment intended to inspire athletes to pursue personal excellence. Through goal setting, teamwork, succeeding and failing, athletes may learn more about themselves as well as others, and often apply the lessons learned on the field or court to other areas of their lives.

The School offers the following sports/athletic options for upper schoolers:

<u>FALL</u>	<u>WINTER</u>	<u>SPRING</u>
Cross Country	Basketball	Baseball
Football	Fit for Life	Golf
Soccer	Ice Hockey	Lacrosse
Tennis (Girls)	Intramurals	Sailing
	Squash	Tennis (boys)
	Swimming	Track & Field

Most teams practice on weekday afternoons from 3:15-5:15 PM. Students are expected to attend every practice. Games may extend the day. If a student needs to be excused from practice, the student must speak to the coach ahead of time.

Sports Clothing and Equipment

- For practice, students are required to wear appropriate clothing such as shorts, t-shirt, sweatpants and sweat tops.

- Appropriate polycarbonate eyewear is necessary for all squash players. Lacrosse players are also required to wear protective eyewear.
- Athletes are required to have the appropriate sports equipment for their sport (i.e. sticks, baseball glove, tennis racquet, etc.).
- At the beginning of the season, all players will be issued a team uniform, which they will be responsible for maintaining. Uniforms will be worn only on game days and will be collected at the end of the season. Any athlete who has not returned his/her uniform, or has returned it in poor condition, will be billed through the Business Office.
- Jewelry may not be worn during practices and/or during competitive events.
- All athletes who wear glasses when playing any sport must have polycarbonate lenses in their frames. No substitute is acceptable. A note from the student's optometrist or a receipt stating that the lenses are polycarbonate must be received by the Athletic Director prior to a student's participation in athletic activities.

Sportsmanship

Athletics enhance the overall educational experience and build well-rounded students and leaders. Integrity, fairness and respect are the principles of good sportsmanship. With them, the spirit of competition thrives, fueled by honest rivalry, courteous relations, and graceful acceptance of the results. Sportsmanship goals include:

- Developing a sense of dignity under all circumstances;
- Respecting the rules of the game, the officials who administer the rules, and their decisions;
- Respecting opponents as fellow students and acknowledging them for striving to do their best while you seek to do your best at the same time;
- Looking at athletic participation as a potentially beneficial learning experience, whether you win or lose;
- Educating other students and fans to understand the rules of the game, and the value of sportsmanship; and
- Accepting the personal responsibility that comes with your actions on the court/field.

The School also encourages parents to act in a sportsman-like manner. As such, the School hopes parents will:

- Realize that athletics are part of the educational experience, and the benefits of involvement go beyond the final score of a game;
- Encourage students to perform their best, just as we would urge them on with their class-work, knowing that others will always turn in better or lesser performances;
- Participate in **POSITIVE** cheers and encourage our athletes, and discourage any cheer that would redirect that focus;
- Learn, understand and respect the rules of the game, the officials who administer them and their decisions;
- Respect the task our coaches face as teachers, and support them as they strive to educate our youth;
- Respect our opponents as students, and acknowledge them for striving to do their best;
- Remember that we would all like to be victorious in every situation we face in life, but just like in athletic competition, sometimes we fall short;

The Athletic Trainer

The athletic trainer's scope of practice is limited to prevention and/or physical reconditioning of injuries or conditions incurred by only those athletes participating in or preparing for PCD sanctioned athletic events.

- The athletic trainer will NOT provide athletic training services to athletes with non-athletic or age-related conditions that render the individual debilitated or non-athletic. The athletic trainer may refer such athletes to a physician.
- If an athlete is referred by the Athletic Trainer to a physician or seeks medical attention for an athletic injury or illness (e.g. mononucleosis, ringworm, poison ivy), he/ she must refrain from participation in athletics until a written medical clearance is obtained from a physician.
 - A medical clearance must include:
 - The nature of the injury or illness
 - The date that athlete is able to participate in athletic events
 - The medical clearance letter/form/note will be filed in the Athletic Training Room.
- Any athlete who does not participate in athletic practice or play for more than three days due to injury or illness will be required to have a written medical clearance note by a physician.
- The Athletic Trainer will assess and attend to the medical concerns of athletes at practice and games.

The Athletic Trainer's office is located in West Field House. The School Nurse and Athletic Trainer work together to provide a safe and healthy environment for the students.

Head Injury/Concussion Awareness Policy

Concussions and other brain injuries can be serious and potentially life threatening. A concussion is a complex disturbance in brain function, due to direct or indirect trauma to the head, related to neurometabolic dysfunction, rather than structural injury. A concussion can occur with or without a loss of consciousness, and transient impairment of mental functions such as memory, balance/equilibrium and vision may occur. It is important to remember that all suspected head injuries should be taken seriously and proper management is essential to the safety and long-term future of the injured individual.

Most athletes who experience a concussion can recover completely as long as they do not return to play prematurely. The effects of repeated concussions can be cumulative, and after a concussion, there is a period in which the brain is particularly vulnerable to further injury. If an athlete sustains a second concussion during this period, the risk of permanent brain injury increases significantly.

The school has developed procedures to help ensure the safety and well being of student athletes. As such, the guidelines outlined below should be followed to ensure that students are identified, treated, and referred appropriately, receive appropriate follow-up care during the school day, and are recovered prior to returning to full activity. In addition, realizing that all concussions do not take place on a field, court, or in a rink, this policy will also encompass non-sports related head injuries suffered by any PCD student (athlete or non-athlete) while enrolled in the School. In the event that an injury occurs when athletic trainers are not available, the student will be directed to the School Nurse, who will perform an initial evaluation. For questions or concerns at any time, please contact the Athletics Office.

Management Procedures

Concussion management begins with pre-season baseline testing via ImPACT neurocognitive testing. It is strongly recommended that students in Grades 7-11 take a pre-season baseline assessment for concussion that will remain on hand in the event of a concussion. It is also strongly recommended that parents and student-athletes take a free online course prior to the start of each school year.

If an athlete sustains a sports-related head injury, including a suspected concussion, the athletic trainer or School Nurse must be notified immediately so that concussion assessment can be administered. If an athlete sustains a concussion, the athletic trainer, School Nurse, or coach is expected to notify parents and appropriate school staff and follow the protocol established for concussion management. At away events, when there is no qualified medical professional/licensed athletic trainer available, the coaching staff will typically abide by, "When in doubt, sit them out," as recommended by the Centers for Disease Control.

IMPACT

The School has implemented an innovative program for our student-athletes. This program will assist our athletic trainer in evaluating and treating head injuries (*e.g.*, concussion). In order to help manage concussions sustained by our athletes, we have acquired a software tool called ImPACT (Immediate Post Concussion Assessment and Cognitive Testing). ImPACT is a computerized exam used in many professional, collegiate, and high school sports programs across the country to diagnose and manage concussions. If an athlete is believed to have suffered a head injury during competition, ImPACT is used to help diagnose the severity of head injury and when the injury may be healed.

The computerized exam is used as one tool to help athletes before beginning contact sports practice or competition. This non-invasive test is set up in “video-game” type format and takes about 20 minutes to complete. It is simple, and many athletes actually enjoy the challenge of taking the test. Essentially, the ImPACT test is a preseason physical of the brain. It helps to track information including memory, reaction time, speed, and concentration.

If a concussion is suspected, the athlete will generally be required to re-take the test. Both the preseason and post-injury test data are given to the family or treating physician, to help evaluate the injury. The test data will enable these health professionals to determine when return-to-play is appropriate and safe for the injured athlete.

We wish to stress that the ImPACT testing procedures are non-invasive, and they generally pose no risks to your student-athlete. This program provides us with some of the best available information for managing concussions. The School’s administration, coaching, and athletic training staff are striving to keep students’ health and safety at the forefront of the student athletic experience.

Please go to www.impacttest.com for further information or feel free to contact the Athletics Office for more information.

Concussion Prevention Measures

- An educational pamphlet explaining the risk of concussions and/or traumatic brain injury must be signed and returned by the athlete and the athlete’s parent and/or guardian prior to the beginning of the school year and upon the athlete’s return to practice or competition, post concussion or traumatic brain injury. The pamphlet can be found on the PCD website under the parent portal/athletic forms.
- Make sure that helmets are fitted properly.
- Make sure that athletes are wearing properly fitted mouth guards during all practices and games.
- Practice correct hitting, tackling and soccer heading techniques.

Signs and Symptoms

Students should be seen by a physician if the athlete reports and/or is observed to have one or more of the following symptoms:

- Headache or “pressure” in head
- Double or fuzzy vision
- Dizziness

- Tinnitus (ringing in the ears)
- Nausea
- Just doesn't "feel right"
- Sensitivity to light and/or noise
- Feeling sluggish, foggy, or groggy
- Concentration/memory problems
- Confusion

The School recommends that an athlete receive emergency medical attention for the following dangerous symptoms of a concussion:

- Loss of Consciousness
- Vomiting
- Confusion
- Convulsions or seizures
- One pupil is larger than the other
- Difficulty recognizing people or places
- Extreme drowsiness or cannot be awakened
- Any weakness or numbness
- Headache worsens or does not go away after 24 hours

If a student-athlete is suspected of sustaining a concussion or head injury in a practice or game, the student-athlete should be promptly removed from competition at that time. When a student-athlete shows any signs, symptoms, or behaviors consistent with a concussion, the athlete is expected to be promptly removed from practice or competition and evaluated by the athletic trainer and/or the student's healthcare provider. It is recommended that the student be evaluated by a health care specialist with experience in the evaluation and management of concussion.

- A student-athlete diagnosed with a concussion is expected to be withheld from the competition or practice and not return to activity for the remainder of that day.
- Parents/Guardian should be notified at once.
- The student-athlete should be monitored for signs of deterioration.
- The student-athlete should be evaluated by a concussion specialist or if at school, by the School athletic trainer.

If any danger signs are exhibited as described above, the School will strive to contact a parent/guardian and will accompany the student-athlete to an Emergency Room by Emergency Medical Service.

Second-Impact Syndrome

Second-Impact Syndrome (SIS) results from an acute brain swelling that occurs when a second concussion is sustained before complete recovery from a previous concussion. Athletes who have mild symptoms or symptoms that have cleared are still at risk for developing brain swelling after a second impact to the head. It is important to note that virtually all of the second-impact syndrome cases that have been reported have occurred in adolescent athletes. Please go to www.impactest.com, www.riil.org, or www.cdc.gov/concussioninfo for more educational materials.

Post-Concussion – Return To Play

PCD follows a standard of care set forth by the American Academy of Pediatrics and the International Conference on Concussion in Sport, Zurich, 2012. The student-athlete must meet all of the following criteria in order to progress to activity:

- Symptom-free at rest and with exertion (including mental exertion in school)
- Within normal range of baseline on post-concussion ImPACT testing
- Have written clearance from the appropriate health care provider
- Once the above criteria are met, the athlete will be progressed back to full activity following a stepwise graduated RTP protocol as outlined in the following table

With this stepwise progression, the athlete should continue to proceed to the next level if asymptomatic at the current level. Generally, each step should take 24 hours so that an athlete would take approximately one week to proceed through the full rehabilitation protocol once he/she is asymptomatic at rest and with provocative exercise. If any post concussion symptoms occur while in the stepwise program, then the patient should drop back to the previous asymptomatic level and try to progress again after an additional 24-hour period of rest has passed.

Graduated Return to Play Protocol

Rehabilitation stage	Functional exercise at each stage of rehabilitation	Objective of each stage
1. No activity	Symptom limited physical and cognitive rest	Recovery
2. Light aerobic exercise	Walking, swimming or stationary cycling, keeping intensity <70% maximum permitted heart rate No resistance training	Increase HR
3. Sport-specific exercise	Skating drills in ice hockey; running drills in soccer; no head impact activities.	Add movement
4. Non-contact training drills	Progression to more complex training drills, e.g., passing drills in football and ice hockey May start progressive resistance training	Exercise, coordination, and cognitive load

5. Full-contact practice	Following medical clearance, participate in normal training activities.	Restore confidence and assess functional skills by coaching staff
6. Return to play	Normal game play	

Please note that teachers, advisors, and appropriate administrators will help students develop a schedule to complete work during their recovery from a concussion.

XI. DISCIPLINE GUIDELINES

General

The School views discipline as a part of a learning process that reinforces the principles of respect, honesty, and kindness. These Discipline Guidelines are based on the School's philosophy and principles regarding good character, and reflect the School's commitment to providing a safe and healthy environment for students. The School strives to promote effective and caring communication among faculty, students, and parents that supports students in their personal growth and provides room for a young person to make mistakes and learn from them. The guidelines in this section apply to all conduct by students, whether on or off campus, as long as they are enrolled at the School.

As a School, we hope to work with families in changing behaviors in students that interfere with the learning climate of a classroom or pose safety risks. Occasionally, students need to be reminded about expectations and consequences of behavior. Both expectations and consequences are age and developmentally appropriate.

Consequences for misconduct (and/or attempting misconduct) applicable to all students are detailed below. Students who choose to remain present when other students are engaging in misconduct may be subject to disciplinary action. The School reserves the right, in its sole discretion, to contact parents to address both minor and more serious instances of misconduct, at any stage of the discipline process.

Middle School

Middle School discipline is the responsibility of the Middle School Dean of Students (or his/her designee), who works with the faculty, advisors, and the Associate Head of School. Students are expected to show respect for each member of the school community. The faculty and administrators seek to help students learn how to manage their behavior more effectively and to deal with difficult situations constructively. If a student is involved in a problem, the student is encouraged to express his/her opinion about the cause of the problem, and to explain his/her reasons for choosing to respond as he/she did. The student is encouraged to examine the consequences of his/her actions, and to discuss alternative actions that could have been chosen. Teachers and administrators work with the student(s) involved to understand the situation and determine an appropriate resolution and/or consequence. If the teacher asks the Middle School Dean of Students or the Associate Head of School to assist in resolving a problem, he/she may first attempt to help the student find an acceptable resolution. If the Associate Head or Head of School determines, in his/her sole discretion, that parental involvement would be appropriate, then the Associate Head and/or the Head of School will contact the parents to discuss the situation. The goal is to help each student understand what type of behavior is expected at school, and learn to assume responsibility for his/her actions.

Upper School

Upper School discipline is the responsibility of the Upper School Dean of Students (or his/her designee), who works closely with faculty, advisors, and the Associate Head of School. The goal is to have a disciplinary process that involves a process of discussion and reflection, in addition to consequences. How the community and the individual have been affected is generally considered when determining disciplinary action.

Students are expected to meet the School's expectations and standards, written and implied, and to accept full responsibility for their actions. Upper School students are responsible for following through on consequences of minor discipline, including, but not limited to: writing apologies or reflective papers, attending Wednesday or Saturday detentions, and/or staying home for a day of reflection. Minor violations include, but are not limited to: lateness to school, unauthorized use of cell phones, and dress code violations. These violations are usually referred to the Upper School Dean of Students and may result in detention. More serious violations or chronic violations generally require discussions and conferences with the family and may result in a referral to the School's Community Standards Committee.

Community Principle violations may result in the most serious disciplinary responses. Violations of PCD Community Principles often result in suspension, disciplinary probation, referral to the Community Standards Committee, and/or dismissal from the School.

Community Standards Committee

The mission of the Community Standards Committee is to uphold community expectations and the core values of PCD by working with faculty and students in a small group setting. The group discusses and forms action plans on issues facing the entire community, as well as individual cases as needed and as appropriate. The Community Standards Committee is comprised of students and faculty.

Students suspected of a citizenship violation generally meet with the Upper School Dean of Students (or his/her designee) who, after consulting with those involved, will determine whether to proceed to the Community Standards Committee. The Dean may review the situation with the student's advisor, Associate Head of School and the student's parents prior to convening the Committee. In certain cases, for example, when the suspected violation may involve a potential violation of law, the case may be sent to the Head of School, Associate Head of School and Dean of Students without the Committee's involvement, as determined by the School, in its sole discretion.

At the Community Standards Committee meeting, the Dean will generally present pertinent information regarding the alleged violation. The student is provided an opportunity to present his/her version of events and follow up questions may be asked by members of the Committee. The student's advisor or faculty advocate will generally be present and may speak on the student's behalf. Consideration is given to the student's previous record of conduct.

The Head of School makes a final decision after careful consideration of the Committee's recommendations, if the Committee was convened. The Dean will notify the student, the student's parents, and the advisor of the final decision. Decisions of the Committee may be shared with the School community without reference to student name(s).

Warning (Middle School)

Students are generally issued warnings for minor offenses such as dress code violations, excessive talking in class, littering on the campus, eating in an improper area, and other infractions. Teachers will generally notify the Middle School Dean of Students when he/she has issued a warning to a student.

Community Service (Middle School)

Helping in the cafeteria, cleaning the grounds of the School and other appropriate service to the community will be performed by students who have not heeded warnings for minor offenses. Community Service is generally performed during lunch period or mid-morning break.

Detention

A detention may be imposed for more serious offenses or violations of school rules, such as disrespect shown to faculty, staff, or other students. Middle School students typically serve a detention after school on Friday or on a Saturday morning. At this time the student is expected to perform acts of service to the community on the PCD campus.

In the Upper School, detentions are generally assigned as follows:

- *Wednesday Detention:* 8:00 AM – 8:30 AM Wednesday. Students generally serve the next available Wednesday detention in response to minor disciplinary offenses such as lateness, inappropriate behavior, or dress code violations. When students are given written notice of a Wednesday Detention, the expectation is that they will promptly serve the detention or meet with the Upper School Dean of Students.
- *Saturday Detention:* 9:00 AM – 11:00 AM Saturday. A “Saturday” is generally issued for a major violation of school rules, such as missing a class or another school appointment, chronic minor violations, or displaying gross disrespect of faculty, staff or another student.

Conference

Students meet to discuss and resolve a problem with the Dean of Students or the Associate Head of School. In the Upper School, the advisor may or may not be present, but will generally be notified that the meeting is being held. It is used primarily to deal with repeat offenses (absences, disruptive behavior, tardiness, etc.). Consequences may include, but are not limited to: an apology letter and/or required reading and written reflection, detentions, and/or a behavioral contract.

Probation

Probation is a period during which a student’s behavior is closely monitored. Probation is usually given to a student following suspension and may also be given following a major offense. The length and terms of the probation are generally determined by the Dean of Students or Associate Head of School (or his/her designee). If deemed appropriate by the School, given the nature of the student’s conduct, a junior or senior may remain on probation for the remainder of the semester, the following semester, or the remaining semesters of the student’s PCD career. Students who commit a major offense while on probation may be dismissed from PCD.

Suspension and Dismissal

Students who have engaged in a serious act of misconduct (as determined in the sole discretion of the School) may be suspended from School, prohibited from attending all School-related activities, or expelled from School. Such serious acts of misconduct may include, but are not limited to, the following:

- Possession or use of alcohol, tobacco, or illegal drugs
- Improper sexual conduct
- Sexual or other harassment
- Threat or use of physical violence
- Possession or use of matches, lighters, fireworks, explosives, weapons or other dangerous materials

- Reprehensible conduct tending to reflect serious discredit to the School
- Willful destruction of property
- Stealing
- Dishonesty
- Bullying or malicious gossip
- Repeated acts of unkindness or misconduct
- Repeated classroom behavior that impedes other students' learning

During a suspension, a student is not permitted to attend School or School-sponsored activities. Suspension is typically followed by a probation period. The length and terms of the suspension and the probation are determined by the Dean of Students (in the Upper School) in consultation with the Associate Head of School. A meeting with the student and the student's parents/guardian, the Dean of Students and the Associate Head of School, along with the student's advisor, may be required prior to the suspension and upon the student's return to School after serving the suspension. Students are responsible for their academic work during a period of suspension.

Students who are dismissed from the School will be prohibited from being on School grounds and will not receive academic credit for the time after which they are dismissed.

Off-Campus Conduct

Students are reminded that all School rules apply for off-campus and after school activities. Whether on or off campus, student conduct should reflect the values of PCD. This applies to any foreign or domestic School trip regardless of the differences in international laws. In addition, bearing in mind both the law of the land and the tone of our community, it is expected that parents will not serve or permit alcohol at any gathering of students in their homes.

If the School believes that a student's conduct in his/her own community or elsewhere has been harmful to others in the School or to the School's reputation, disciplinary action, including dismissal, may result. The Head of School will determine how violations will be handled.

Reporting to Colleges

It is the School's policy to support students in reporting serious disciplinary consequences to colleges. The Director of College Counseling will generally, honestly and fully, disclose if a student has been subject to a disciplinary action including, but not limited to, probation, suspension, dismissal or withdrawal from the School. For students who have applied to colleges via the Common Application, they are "expected to immediately notify the institutions to which they are applying [or have already applied] should there be any changes to the information requested in this application, including disciplinary history."

The student should work closely with the Director of College Counseling to ensure that both are responding in a consistent and thoughtful manner. If a student's disciplinary status changes after the filing of college applications, the student and counselor are obligated to inform all schools to which an application has previously been submitted or the school at which the student has submitted an enrollment deposit.

The student and the Director of College Counseling are expected to notify colleges within two weeks from the date of the change in status. This policy is in compliance with the National Association for College Admission Counseling's Statement of Principles of Good Practice.

Disclosure to Next Schools

If a student applying to secondary school, or who has recently been accepted to attend a different school, is suspended or expelled, or experiences any significant change in status at the School after the student's applications have been submitted to secondary or other schools, it is the obligation of the student and the student's parents to contact all such secondary or other schools to inform them of the incident. The School may, in its sole discretion, also communicate with each secondary or other school regarding the situation. The School will generally work closely with students and families to support the honest reporting of disciplinary matters, in order to support student success at next schools.

XII. STUDENT HEALTH SERVICES

School Nurse and Illness

The School Nurse is dedicated to meeting the health and safety needs of students during the school day. The nurse cares for minor injuries sustained at school and assesses medical problems that may arise during the day. The Health Office is located in Lund Hall.

The nurse is usually on campus from 8:00 AM–3:00 PM daily. Students wishing to see her should first go to the Upper or Middle School office to communicate about possible absence from classes or other obligations.

If a student becomes ill during the school day, we will call the parents to request that they come for the student as soon as possible. If we cannot reach the parents, we will call the emergency contact name provided. If a student who drives to school becomes ill, the student will not be allowed to drive home without the permission of a parent.

Students who have a temperature of 100 degrees or greater, are vomiting, or are exhibiting flu-like symptoms should remain at home. Students who have been ill should be symptom and fever-free without the use of ibuprofen or acetaminophen for 24 hours before returning to school. Sending students to school when they are ill prolongs the recovery period and may potentially infect other students and faculty.

Medications at School

Whenever it becomes necessary for a student to receive medication in school, parents should fill out a medication authorization form online. This includes all prescription and over-the-counter medications. Forms are available on the parent portal page of the PCD website, as well as in the School Nurse's office.

The School Nurse (or another registered nurse employed by the School) is the only person who can legally administer medication (including over-the-counter medications) to students, with the exception of the emergency administration of epipens and glucagon. No medication will be administered without specific written authorization and instructions from the student's parent and/or physician. No medication (prescription or nonprescription) will be administered without parental permission. Any prescription medication that must be administered also requires a written physician's order, which must be renewed at least annually.

Students may not keep any medications (prescription or over the counter) in their possession during the school day. All medications, with written authorization and instructions for administration, should be given to the School Nurse. All medications, prescription and nonprescription, should be in the original, properly labeled containers. Pharmacies will give parents a labeled container for prescription medications to be administered at school. Students who are authorized to carry epipens and/or inhalers must submit a doctor's authorization to the school nurse.

Medication Administration at Off-site School Sponsored Activities (per Rhode Island Rules and Regulations: Department of Health)

- PCD allows students to self-carry and self-administer a day's supply of medication, including a controlled substance, during an off-site school-sponsored activity. Said medication shall be supplied by the parent and shall be stored and transported in a properly labeled container.

- Said medication shall be supplied by the parent with a parent’s written authorization for use of the medication during the off-site school-sponsored activity and shall be stored and transported in its original prescription-labeled container (in the case of a prescription medication) or its manufacturer-labeled container (in the case of a non-prescription medication).
- In the case of a prescription medication, a licensed health care prescriber’s written order shall be provided, if it is not already on file in the school.
- A student shall be prohibited from sharing, transferring, or in any way diverting his/her own medication(s) to any other person.
- No school teacher, school administrator, or school health personnel, or any other school personnel shall be liable for civil damages which may result from acts or omissions which may constitute ordinary negligence when a student self-carries and/or self-administers his/her own medication(s) in accordance with these rules and regulations. This immunity does not apply to acts or omissions constituting gross negligence or willful or wanton conduct.

Health Records, Regulations, and Access

Students are required to have a yearly physical exam. Information relating to the exam must be recorded by a physician on the RI Health Form (available on the Parent Portal of the PCD website) and returned to school prior to the first day of classes.

The Health Form should be returned to school by email, email, or delivered in person to the receptionist at Murray House. The School recognizes that it is at times difficult to arrange appointments for physical exams, but without a current Health Form, we will not allow students to attend school, nor to participate in any field trips or athletic activities. Students planning to participate in fall preseason athletic practices must have all completed PCD medical forms (including a current Health Form) on file in order to be eligible.

If parents have a particular health concern about a student, they should call or visit the School Nurse so that she can respond knowledgeably to the student’s needs.

Immunization and Communicable Illness

Immunization

In accordance with Rhode Island law, the School requires all students to provide proof of up-to-date immunizations or annual certificate of exemption before attending school. Proof of immunization should be recorded on the RI Health Form and signed by a medical professional. A student with a qualified religious and/or medical exemption must provide the School with an Immunization Exemption Certification, pursuant to state law. A Medical Immunization Exemption Certification must be signed by a medical professional, attesting that the student is exempt from a specific vaccine(s) for medical reasons. A Religious Immunization Exemption Certification must be signed by the student’s parent or guardian, attesting that immunization conflicts with the tenets of their religious beliefs. Students who do not provide proof of up-to-date immunizations or qualify for an exemption will not be permitted to attend the School or participate in any school activities.

Students who are exempt from the state’s immunization requirements for religious or medical reasons and who have provided the School with an Exemption Certification may be prohibited from attending school and participating in school activities in the event of an outbreak of a vaccine-preventable disease. Students excluded from the School for this reason will not be permitted to return until (1) the danger of the outbreak

has passed; (2) the student becomes ill with the disease and completely recovers; or (3) the student is immunized. In determining whether there is an outbreak of a vaccine-preventable disease, the School may consult with appropriate medical professionals and/or the Rhode Island Department of Health.

Communicable Illness

The School reserves the right to exclude from school any student who has a communicable illness or has been exposed to an infected person if the School determines, in its sole discretion, that such exclusion is appropriate for the welfare of the student who is excluded from School and/or the welfare of other students or employees at the School. In reaching the decision to exclude a student from the School, the School may consult with appropriate medical professionals and/or the Rhode Island Department of Health.

Privacy

Parents/legal guardians are asked to provide the School with immunization information to comply with state immunization laws. The School is committed to protecting the privacy of students and their families by treating all such medical information confidentially and restricting the use of, and access to, this information for medical management only, in accordance with applicable law.

Health and Safety Communications Regarding Communicable Illnesses

If and when appropriate, the School will disseminate information to students and families regarding campus health and safety issues through regular internal communication channels. For example, the School may provide families with information about the nature and spread of communicable illnesses, including symptoms and signs to watch for, as well as required steps to be taken in the event of an epidemic or outbreak. Of course, we encourage all parents and guardians to contact medical professionals with any questions or concerns about communicable illnesses or immunization issues.

Medical Leave

A student may take a medical leave in the case of serious illness, bodily injury, or mental health condition, as determined by objective medical evaluation. A student's family may request such a leave at the recommendation of medical professionals. Additionally, if in the School's judgment, a student is exhibiting symptoms that make the student unable to participate in required academic or extra-curricular activities without imposing an undue burden on the School's resources, the School may recommend that the student be evaluated and subsequently placed on a medical leave. Discussion of a leave of absence—a meeting among advisor, senior administrators, the School Nurse, the school counselor, parents, and student if appropriate—should begin under the following circumstances:

- When mental health or physical symptoms are preventing a student from functioning academically;
- When a physical or mental health condition is seriously interfering with a student's attendance at school;
- When a student behaves in ways that can be considered self-destructive or dangerous to others; or
- When a student is not engaged in treatment that the School has made a condition of attendance, after the student has been evaluated by medical and/or mental health professionals, who have deemed such treatment appropriate.

This initial discussion of a medical leave should establish for School personnel what steps the family is taking to ensure that the student is well enough to participate fully in life at the School; and should establish for the family what further steps the School may take if the problem does not improve. The student's advisor will generally consult with the student's teachers, senior administrators, the School Nurse, the school counselor, when appropriate, in continuing to monitor the situation. Decisions about granting or requiring a

medical leave, or reinstating a student who has been on leave, rest with the senior administrators, the School Nurse, and the school counselor; they will be guided by the principal goal of a medical leave: to give the student the opportunity to regain health and thereby function consistently, productively, and safely at the School. In the absence of a treatment plan that meets these needs in the view of these School personnel, the School may require the student to withdraw.

A medical leave agreement will include provisions for the student's return to school. While a student on leave is excused from attending class, the student must make arrangements with the teachers involved for making up missed material, either while on leave (if possible) or upon return. While the School will strive to minimize academic disruption, the School may require that a student drop a course or courses if a prolonged absence will make it impossible for the student to complete the course. To return to school from a medical leave, a student must provide a thorough, written professional evaluation of the student's current mental health or medical condition from the physician, psychiatrist, or other professional who treated the student during the medical leave. The School's decision about reinstatement will depend on its confidence that the student will be able to function in school without unduly taxing the School's support and supervisory resources. The School reserves the right to require additional evaluation by a physician or mental health consultant of its choosing. The guiding principle of re-admission from a medical leave is the School's confidence that the student can return safely; and that the student's return will not compromise the student's continued recovery, interfere with the School's ability to serve other students' needs, or place an undue burden on the School. As a corollary to this principle, a student whom the School determines can safely participate in the regular school day may nevertheless be restricted from participation in overnight field trips or other residential-style School activity.

Food Allergies

Our goals are to provide a safe and respectful environment for all students, to educate the School community about the nature of food allergies, and to provide support and encouragement as our students develop good decision-making skills and learn the critical lessons of managing their allergies. We hope to foster self-confidence, self-respect, and self-advocacy in our students, and to support families as they help their children learn to take control of their allergies. For students without allergies, our goals are to increase their awareness of food allergies, and to encourage the development of empathy and the skills needed for them to become supportive allies for their peers. As a School, we aim to equip students with the skills and confidence to advocate for their health and physical safety.

The School is committed to providing a safe and inclusive environment for all students. Parents of students, who have severe allergies with the potential for developing anaphylaxis, must meet with the School Nurse to discuss an Action Plan *prior to the start of the School year*. Classroom management will be discussed at that time. An emergency action plan must be signed by a physician yearly.

In consideration of the number of students with food allergies, the School has the following guidelines for the management of these allergies:

- Food prepared by the dining staff is nut and peanut free.
- Food prepared by the dining staff will be labeled regarding allergens.
- Frequent and appropriate hand washing will be encouraged.
- Surfaces will be cleaned to prevent cross-contamination.

- Snacks provided for the entire class will be prepackaged, commercially prepared, unopened, and have an ingredient label indicating there are no nuts or peanuts.
- For students with severe allergies, the School will be provided with an Emergency Care Plan written by a primary care provider or allergist with parental input.
- Students with epipens, inhalers, and/or diabetic supplies, must keep supplies in the nurse's office. Students who "self-carry" must have a doctor's note on file.

The successful management of food allergies is the jointly held responsibility of the School, families, and student with the allergy. Education encompasses the entire School community including employees, parents, and students. It focuses on preventive strategies, the symptoms of anaphylaxis in individual students, and emergency care. We recognize that the management of food allergies is a developmental process, and we strive to take reasonable measures to protect our youngest students, while recognizing that students must learn to assume increasing responsibility for their own health and safety as they mature.

Asthma Management

Parents of students with asthma should contact the School Nurse prior to the start of school to discuss an asthma management plan.

Head Lice

It is the position of the American Academy of Pediatrics, the Harvard School of Public Policy, and the National Association of School Nurses that the management of head lice should not disrupt the educational process. Lice are not a major health problem since they do not transmit diseases or cause permanent problems. Nonetheless, the School understands the unpleasantness of the condition and the desirability of limiting its spread across the School community. The School therefore has a "no nit" policy. Students with any nits will be sent home. A parent will be contacted by phone and written information will be sent home with grade level students. If the student participates in the school bus program, written information will be sent to bus families.

It will be at the discretion of the School Nurse whether to check other students or the whole classroom.

In all cases where nits have been found, the student must be treated before returning to School the following day. The School Nurse must evaluate the student before he/she returns to the classroom. All nits must be removed by the seventh (7th) day following treatment if the student is to remain in School.

On occasion, exceptions will occur, and the professional judgment of the School Nurse will be followed.

Medical Emergencies and Emergency Contact Information

Accidents may occur, no matter how careful our supervision may be. In such event, the supervising adult and/or the School Nurse or the Athletic Trainer will follow appropriate emergency procedures (described below), notify parents, and file a written report with the Head of School.

It is essential for parents to provide the School with current daytime telephone numbers and contact persons if parents are away from home. The School asks parents to complete the online Emergency Authorization Form and submit it prior to the opening of school.

In an emergency, the supervising adult(s) will make every effort to respond in a manner that gives priority to the health and safety of the injured or ill student(s). During school hours, they will summon either the School Nurse or the Athletic Trainer. If, in the judgment of attending faculty or staff member(s), the situation requires urgent medical assistance, they will call the emergency rescue service.

Regardless of the severity of the situation, the attending faculty or staff member(s) will contact a student's parents at the earliest possible opportunity and accompany the student for medical treatment.

XIII. STUDENT SUPPORT SERVICES

Accommodations

The School does not discriminate against applicants on the basis of learning differences that may be reasonably accommodated. The School will discuss with families of applicants with known learning differences whether the School will be able to offer their children the appropriate accommodations to help them be successful at the School.

The School is committed to ensuring that students with differences are provided with equal access to all of the School's programs and services, in accordance with applicable law. For students who need additional support or curricular adjustments, the School requires documentation indicating that the student's diagnosis substantially limits a major life activity, including learning. Students who present the School with appropriate documentation will be granted those requested academic accommodations that are supported by the documentation and considered reasonable in this educational setting. Any adjustments to the academic program would be made through an interactive process between the student's family and the administration. No waivers of academic graduation requirements will be granted to students.

Even after supportive services and accommodations have been put in place, a student may still not be able to fulfill his/her academic requirements satisfactorily. In such instances, the appropriate administrators may notify the student's parents that the accommodations put into place may not suffice to ensure the student's success at the School. At that time, the administration, the student (if age appropriate), and his/her parents will discuss whether it makes sense for the student to continue at the School. If there is a disagreement, the School will decide, in its sole discretion, whether to issue a re-enrollment contract to the student.

Extended Time Policy

In our evaluation of student performance, PCD teachers employ a number of different assessment strategies (*e.g.*, creative projects, oral presentations, portfolios, written tests, quizzes, etc.). It is understood that students have different learning styles and that success is often a function of the tools we use to assess student work.

PCD's extended time policy grants students who have specific learning differences a reasonable amount of time to complete quizzes, tests and exams. Only students who have a documented need for extended time will be granted it. The evaluation that determines this need may be no more than three years old.

As a general rule, PCD faculty will decide what is reasonable and where a student will complete the exam, test, or quiz. Typically, for a timed assessment, students who are on our extended time list will be permitted 50% extra time.

The School generally does not provide oral testing in place of written testing.

The Learning Center (TLC)

At PCD, we know that some students may need extra help beyond regular classroom instruction in order to achieve their learning goals. For that reason, we have established The Learning Center, a place where Upper and Middle School students can go for valuable academic support across the curriculum. The Learning

Center's goal, reflecting the mission of the School, is to assist students in becoming independent, self-confident, successful learners.

Students with a range of abilities enroll in TLC through self-referral or on the recommendation of parents or faculty. Individual and small group instruction focuses on strengthening basic skills, while tutorial sessions in specific course work provide opportunities for students to hone skills. Students are helped to discover their strongest channels for learning and problem solving and develop means of enhancing assimilation and retrieval of information.

Students enroll in TLC for a trimester at a time and meet for two to five periods a week, depending on the student's needs, until the goals they set with center staff have been met, or those goals need to be re-evaluated. Enrollment in the Learning Center requires an additional fee based on the number of sessions per rotation.

Counseling and Educational Interventions

The health and safety of our students is our primary concern. The School will work with families to best address health-related issues and assess how relevant information is to be communicated to members of the School community. During the year, educational programs, including workshops, speakers, and assemblies are provided as opportunities to educate the community about current health and wellness issues.

The School is concerned with the health and welfare of each student and the community at large. If in the judgment of the School administration, a student engages in behavior that creates an unsafe situation for him/herself or others, an individual plan will be created to best serve the needs of the student and the community. The student may need professional assessment and counseling may be required. Parents may also be asked to work together with the School's team of professionals that may include the School Nurse, School Counselor, Dean of Students and the Associate Head of School. In cases that involve ongoing counseling, it is not uncommon for the School to require that written permission be given to the mental health care provider to permit ongoing communication with either the School Counselor or the Dean's Office, depending on the individual situation.

Confidentiality

Members of the School community commit themselves to maintaining appropriate professional tact and discretion with regard to confidential information they receive. However, confidential information may be disclosed to the Head of School, appropriate administrators, outside professionals, law enforcement officers, parent/guardians, or others when:

- There is a compelling reason for doing so, including, without limitation, in cases of health and safety emergencies (when students or others are in imminent danger of harm);
- When there is concern about an individual's ability to function academically, emotionally, physically, and/or mentally within the School environment; or
- When legal requirements demand that confidential information be revealed.

Child Abuse and Neglect Reporting

The School is committed to the highest standards of care for the School's students. The following policy is intended to ensure that students are protected from any inappropriate or hurtful actions by adults

responsible for their care. In addition, under Rhode Island law, all professionals responsible for the care of children are required to report suspected abuse or neglect of children. Rhode Island law requires any person having “reasonable cause to know or suspect” that a child has been abused or neglected to report such knowledge or suspicion within twenty-four (24) hours to the Department of Children, Youth and Families (DCYF). The responsibility to report rests both on the School and all professionals responsible for the care of children who are associated with the School.

XIV. PARENT INVOLVEMENT

Parental Comportment and Support for School Policies

At PCD, we believe that a positive relationship between the School and a student's parents or guardians is essential to the fulfillment of the School's mission. We recognize that effective relationships are characterized by clearly defined responsibilities, a shared commitment to collaboration, and open lines of communication, mutual respect, and a common vision of the goals to be achieved.

The School understands and appreciates that parents and guardians may employ different means to meet the expectations and responsibilities expressed in this policy. Nevertheless, PCD, at all times reserves the right to dismiss a student whose parent, guardian, family member or other adult involved with the student, in the sole judgment of the School, fails to comply with this or any other policy or procedure of the School, engages in conduct either on or off the School's property that could undermine the authority of the School's administration, and/or otherwise behaves in a manner that is unbecoming of a member of the School community. The School reserves the right to refuse re-enrollment of a student if the School, in its sole discretion, believes the actions of a parent or guardian on or off the School's property make a positive, constructive relationship impossible, or otherwise may interfere with the School's accomplishment of its mission and/or educational goals.

To help foster the most effective relationship, the School expects parents to observe the following guidelines:

1. Share in the School's vision
2. Provide a home environment that supports the intellectual, physical and emotional growth of the student
3. Participate in the establishment of a home/School and School community relationship built on communication, collaboration, and mutual respect

Parent Council

Membership in the Providence Country Day School Parents' Association is granted to all parents of current students. The Association's annual dues are optional. They are requested on a statement from the Business Office. Dues monies are used as seed money for major Parents' Association endeavors, including fundraisers and community activities.

The mission of the Parents' Association is to support the work of the School. This is accomplished in a myriad of ways, from facilitating communication among parents and between parents and the School, through fundraising events whose proceeds support the School, and through encouraging greater parental involvement in the life of the School at every level.

The Association is led by an Executive Committee and governed by the Parent Council, which consists of the Executive Committee, Class Coordinators and Committee Chairs. Specific projects are handled in committee, with reports made at Council and general membership meetings.

Volunteer Class Coordinators serve as liaisons between the Parents' Association and/or Administration and individual parents in a given class. Coordinators welcome new parents at the opening of School and maintain communication with 'their' parents throughout the year, should any questions or concerns arise.

While they may not be able to answer a particular question themselves, as active, experienced PCD parents, they will know how to direct a variety of inquiries.

Executive Committee members, Class Coordinators and Committee Chairs are listed on our website.

Alumni Association

The mission of the PCD Alumni Association is to foster and promote the relationships between the School and its alumni. Through sponsorship of programs and events that support the mission of the School, the Alumni Association seeks to give alumni opportunities to continue their support of PCD—for current students as well as for future generations.

The group's business is conducted by a volunteer Board of Directors that represents the range of ages and interests of the entire PCD alumni constituency. The Alumni Association Board meets as needed to review the activities of various Alumni Association committees. Alumni are welcome to serve on or chair a committee, whether or not they are members of the Board of Directors. Alumni Association committees include Play for PCD, Athletic Hall of Fame, Special Events, and Chowder Day/Reunion Committees.

Although their link with the School originated in the past, alumni continue to play an essential role in the School's present and future. The PCD website Alumni link provides easy access to current news, event updates, alumni and class directories, networking capabilities and opportunities for involvement.

Annual Fund and Fundraising

All student, alumni, and parent groups or individuals engaged in fundraising, including solicitations by mail, telephone, media, or in person, for cash, negotiable gifts, or gifts in kind, must first consult with the Director of Development. Raffles, chances, lotteries, drawings, etc. may not be held without approval from the Director of Development. Advance planning, full disclosure, and appropriate authorization are required in all fundraising by any groups associated with Providence Country Day School.

XV. ENROLLMENT CONTRACTS

Enrollment Contracts

Enrollment contracts are sent to families each February. Students may not attend classes unless a properly executed enrollment agreement is submitted to the School in a timely manner. Enrollment contracts will be sent to returning students only if all financial obligations are current and the School is generally satisfied with the student's academic performance or behavior. Please see the Re-Enrollment Policy below for additional information.

Unless Tuition Refund Insurance is purchased and the Insurance covers the tuition, once an enrollment contract has been signed and accepted by the School, parents are responsible for the full tuition as of May 1, for the academic year, regardless of the reason for withdrawal.

XVI. RE-ENROLLMENT

Re-enrollment at the School is not automatic. A student is promoted to the next grade when he/she has satisfactorily met the expectations of his/her current grade, when the School feels it can continue to meet the student's needs, and when the behavior and comportment of the student and family are consistent with the School's policies.

Re-Admission Policy

Re-enrollment decisions are usually made each January by the School's administration. A decision to re-enroll a student and to subsequently forward a re-enrollment contract to the parents is based upon a student's academic record, effort, attitude, and behavior throughout the prior year. On occasion, re-enrollment contracts are held until the School decides that an appropriate decision about placement can be made.

In some cases, it may be determined that it is not in a student's best interests to continue at the School. This difficult conclusion is only reached after extremely careful consideration. While parents are obviously involved in this process, the School will make the ultimate decision, and will assist, if possible, in the process of locating an appropriate alternative school.

Families should understand that the School reserves the right not to offer a re-enrollment contract for a student if the parents have been uncooperative or if their actions have in any way undermined the effectiveness of our teachers, or if re-enrollment is not in the School's best interests.

APPENDIX A: GLOSSARY OF PLACES & TERMS

Following are some of the named locations on our campus. Many other rooms and areas have been named by generous donors, and are identified by plaques outside an office, on a bench or near a garden. They reflect a deep commitment and spirit of philanthropy that is an essential part of our culture.

Bazar Basketball Court: In honor of more than 40 years of service to PCD, the Bazar Court was dedicated in 2012 and is located in the Moran Annex.

Boss Field: In recognition of three generations of the Boss family and their service to PCD, this field is located beyond the northeast corner of Lund Hall.

Cerce Quad: This outdoor sitting and picnic area, located between Lund Hall and Murray House, was the gift of Linda, Gerald and Gennaro '94 Cerce.

Chace Hall: This building houses the dining hall, bookstore, the Nature Lab, and Middle School Science classrooms. 400,000-pound Chace Hall was moved to the east side of Pawtucket Avenue during the summer of 1996, thanks to a gift from Elizabeth and Malcolm Chace, Jr. The dining hall was the second of the original school buildings, from the mid-1920s, and was named for Malcolm Chace, father of Arnold, '32.

Chowder Day: Each October, PCD's homecoming features athletic competitions, family fun and a chowder buffet. The fall tradition was started in 1943 by Carl Hesse and Robert Chapin, fathers of two PCD students.

Cum Laude: A national honor society recognizing academic excellence.

Field Day: An annual day of sporting contests between the Red and Black teams. Each student is assigned to the Red or Black team upon enrollment at PCD.

Kilcullen Student Commons: This addition to Lund Hall was completed in 2000, and gives Upper School students a space to relax, read, and socialize between classes. It was the gift of Trustee Sally, Joseph '99, Casey '01 and Caitlin Kilcullen in memory of Paul Kilcullen.

Haberlandt Hall: Amphitheater-style multi-media classroom, located in Lund Hall, named in honor of Susan Haberlandt, PCD's 7th head of school.

Knights: The PCD mascot and name used for our athletic teams in interscholastic competition.

Leeds Library: Named in honor of David R. Leeds '67, Leeds Library houses the Middle and Upper School collections in the Lund building.

Living Classroom: Ten acres of campus wetlands and woodlands that include an outdoor covered pavilion, supporting the interdisciplinary study of the environment. Also referred to as the "Nature Trail & Pavilion."

Lund Hall: Home to the Upper School, completed in 1971 and named in honor of Edward G. Lund, Headmaster from 1934-1965.

Metcalf Hall: The original Metcalf Gymnasium, gift of Stephen O. Metcalf, grandfather of Michael '51, was completed in 1928. Erected on PCD's West Campus, across Pawtucket Avenue, Metcalf once housed the Bookstore, Middle School Athletic Office, locker rooms, a basketball court, and Health Services. Relocated to the East Campus, courtesy of a gift from The Providence Journal Company in memory of the late publisher Michael P. Metcalf '51, Metcalf Hall is now home to the Middle School, Corkery Auditorium, the Dickinson Fine Arts Wing, the digital media lab, and the Middle School Learning Center.

Mid-Morning: A snack break for Middle Schoolers held in Chace Hall.

Moran Annex: Built in 1997, as an addition to West Field House, the Moran Annex replaced Metcalf Gymnasium, and was named in honor of the Paul and Timothy Moran families.

Murray House: The administration building, built in 1997, was named in honor of Joseph W. Murray, father of J. Terrence Murray '58. It houses the Read Head of School's Office, Helen Woodruff Conference Room, Boss Admissions Office, Porcaro Business Office, and Institutional Advancement Offices.

Nature Lab (also known as the Da Vinci Lab): An interdisciplinary classroom where the studies of science and art converge, using the School's extensive natural science collection.

Nature Trail & Pavilion: Ten acres of campus wetlands and woodlands that include an outdoor covered pavilion, supporting the interdisciplinary study of the environment. Also referred to as the "Living Classroom."

Ossman Practice Field: The field between the baseball diamond and the lacrosse field, named in memory of Mae and Fred Ossman, parents of teacher/coach Tom Ossman. Mae and Fred never missed a single football game at PCD during their lifetimes when Mr. Ossman was coaching.

Red & Black: The Providence Country Day School yearbook. Also the school colors and the ongoing in-house team competition.

Shurman Center for Global Understanding and Language Studies: Language laboratory with multi-lingual computer workstations, audio/video conferencing capabilities and other multi-media hardware and software.

Stepping-Up Day: A ceremony honoring Middle School student achievements and recognizing 8th graders who are "Stepping-Up" to the Upper School. Middle School families are invited to attend.

Summer House: The informal outdoor meeting place for students. Originally located on the West Campus, this landmark was relocated between Chace and Metcalf during the campus consolidation in 1997.

Evan R. West Field House: Indoor athletic facility completed in 1983 and named in honor of Evan R. West, Headmaster from 1965 to 1985.

Woodruff Football Field: Named in honor of Gerald B. Woodruff by an anonymous donor.

APPENDIX B: ACCEPTABLE USE AGREEMENT

I understand that, as a member of the Providence Country Day School (the “School”) community, I must ensure that my conduct conforms to the ideals of honesty, respect, and a sense of responsibility. I will do no harm to others and will act knowing that my actions are held to the highest standards of thought, word, and deed. In particular, regarding the acceptable use of technology, while I am at School and when I am not at School, whether using the School’s equipment or network or my own equipment or any other computer or electronic equipment or network, whether during the school day or at night, on vacation or at any other time while I am enrolled as a student at the School, I will adhere to this Acceptable Use Agreement (the “Agreement”).

The School Network is a valuable resource with many functions. As a student of the School, I have the privilege to access and use many of these resources. At times, I may be the only person supervising my School Network activities. Thus, this privilege comes with a serious responsibility to protect the network’s integrity and to safeguard the well being of other users. In all use, my words and actions are governed by the School’s Parent/Student Handbook (the “Handbook”) and by the best interests of the School.

This Agreement outlines the privileges and responsibilities of a School Network user. My signature indicates my understanding and agreement to abide by the policy in the Handbook and this Agreement. If at any point my words or actions are in conflict with any part of this Agreement, I understand that the School may restrict or revoke my technology privileges, along with possibly imposing disciplinary consequences, up to and including expulsion.

Privileges and Responsibilities

- I understand that I may not portray myself, the School, or anyone associated with the School in a manner that is in conflict with the School’s policies and practices with respect to honesty, integrity, and general standards for community behavior.
- For security reasons, I understand that I should exercise care in portraying the School in any manner in any public forum.
- I will adhere to the School’s anti-bullying policy as stated in the Handbook. I understand that bullying, harassment, hazing and discrimination of any kind are in conflict with the School’s principles.
- I will adhere to the School’s policy prohibiting explicit electronic communication as stated in the Handbook, and will not engage in explicit electronic communication or initiate or exchange any lewd or offensive materials with any other person through the use of any technology resources.
- I will not give out or put online personal information that compromises my own well-being, the well-being of others, or the security of the School community.
- The School Network allows me to use Internet resources. The Internet is an information repository, allows for communication, and serves as a place for learning. Among other functions, I can conduct research for academic projects. While the School works to ensure that Internet resources are developmentally appropriate for its students, as a School Network user, I share in this responsibility.
- I understand that I may not access inappropriate websites, content, or materials using the School Network. I will notify my teacher of any information found online that is inappropriate or makes me, or another person, feel nervous or uncomfortable (*e.g.*, inappropriate or embarrassing photos, slander, or abusive comments).

- I will not download or copy commercial software in violation of copyright laws.
- I will not send or receive copyrighted material without the permission of the copyright holder. I will check with a PCD teacher or administrator if I am uncertain about the copyright status of online material.
- I will not attempt to gain unauthorized access to network resources or disrupt the network, including unplugging or tampering with computers, printers, or other hardware resources.

The School allows me to have a user account. My user account allows me to share files and have access to many functions of the School Network. I understand that I am solely responsible for my account and that I must abide by the following rules:

- I will not reveal my password to others, with the exception of my parents/guardians and teachers.
- I will check my e-mail account regularly and respond promptly.
- I understand that I may not send spam, chain mail, or bulk mail from my e-mail account or seek to sell or solicit.
- I will log off when I complete my work or when I leave a computer.
- I will not access or use the accounts or files of others.
- I will not participate in illegal file-sharing programs.
- I understand that no software (even public domain and shareware) may be installed or used on a School computer without the permission of the PCD Network Administrator.
- I may not use the School Network for financial gain or any commercial activity.
- I understand that the School may review my account, including any emails or other files I send or receive, at any time.
- I understand that all files stored on the computers at School may be erased at the end of each term.

I understand that as student at the School, I am allowed through the School Network to use e-mail at home and elsewhere. Email communication is a form of social interaction. As such, I am responsible for what I have written, and I must abide by the Handbook, including, but not limited to, this Agreement. My responsibility extends beyond communications on the School Network and during school hours, especially when my words and actions impact my learning or the learning of others.

Personal Laptops and Other Technology Devices

If I bring a personal laptop or other network-accessing device to School, I understand that the Handbook and this Agreement also govern my use of such personal device.

I respectfully pledge that I will follow these rules for acceptable use of technological resources, at School and outside of School. I understand that breaking these rules may be disruptive to the educational process and may be considered a major disciplinary offense. Violations of this policy may invoke consequences commensurate to the offense, up to and including suspension and expulsion. This Agreement does not intend to create, nor does it create, a contract or part of a contract in any way, including but not limited to, between the School and any parent, guardian or student affiliated with or attending the School. The School reserves the right, in its sole discretion and without notice, to interpret, add, revise and/or delete School policies and procedures at any time, before, during and after the School year.

Signature of Student: _____ Date: _____

Print Full Name of Student: _____

I have read and agree, on behalf of my child and myself/ourselves, to all rules regarding acceptable usage of technology enumerated above. I have discussed this with my child to make him/her aware of the dangers of the Internet and the harm that can come from misuse of the Internet or other technology resources. I understand and agree that the use of the School's network, technology resources and internet, as well as my child's own personal computing devices (computer, cell phone, etc.), can cause harm to the School community even when such use occurs outside of School hours. In order to cooperate in the School's efforts to educate students as to appropriate behavior, I agree to monitor my child's use of the Internet and to prevent my child from engaging in cyber-bullying or harassment.

Signature of Parent/Guardian #1: _____

Date: _____

Print Full Name of Parent/Guardian #1: _____

Signature of Parent/Guardian #2: _____

Date: _____

Print Full Name of Parent/Guardian #2: _____