



Upper School Student Handbook

HEAD OF SCHOOL'S OFFICE

Rob Zimmerman, Head of School
Ashley Ward, Assistant to Head of School

HEAD OF UPPER SCHOOL'S OFFICE

Jennifer Weinheimer, Head of Upper School
Elizabeth DiTullio, Upper School Assistant Administrator

IMPORTANT TELEPHONE INFORMATION

CCDS Receptionist	(513) 561-7298
Upper School Office	(513) 979-0223
Upper School Fax	(513) 527-7611
Attendance Line	(513) 979-0110
School Nurse	(513) 979-0250
Direct Dial to Faculty	(513) 979-0+Extension
Country Cottage	(513) 979-0293

DIVISIONAL OFFICE HOURS

7:30 a.m. – 4:00 p.m.

WEBSITE

<https://www.countryday.net/>

Mission Statement

Creating leaders who, through the discovery of their own abilities, kindle the potential in others and better a dynamic world.

Culture of Character

Our school community is based upon mutual trust and respect. All members of the community should assume goodwill on the part of other members of the community. We also know that the process of learning is lifelong and that members of the community will make mistakes. At Country Day, we strive to grow and learn from our own mistakes and those of our fellow community members. We use our character virtues as a guide to help us through this growth.

Character Virtues

Respect: We expect members of our community to demonstrate respect to themselves, others, and the world around them by being kind, sharing with those in need, and always seeking the good in others.

Responsibility: We expect members of our community to demonstrate responsibility for themselves, their actions, and the consequences of those actions.

Integrity: We expect members of our community to demonstrate integrity by being honest, forthright, and principled.

Compassion: We expect members of our community to demonstrate compassion by displaying empathy, understanding, patience, and acceptance.

Courage: We expect members of our community to demonstrate courage by showing persistence in the face of adversity, by demonstrating a willingness to take risks, and by experiencing failure with fortitude.

Statement on Equity, Diversity, and Inclusion (EDI)

At Cincinnati Country Day School, we believe a diverse community is among our institution's greatest strengths. We commit to delivering an educational experience in which every student can learn, grow, and be fully prepared to succeed in life. We welcome, respect, and value all members of our community. We promote curiosity over complacency, acceptance over alienation, kindness over cruelty, and generosity over selfishness. We commit to providing an environment that is free from harassment, bullying, racism and discrimination in all forms.

EDI is essential to everything we do at Country Day and is a reflection of our five character virtues - compassion, courage, integrity, responsibility, and respect. EDI helps equip our students with the ability to think critically, understand different perspectives, and engage in respectful dialogue - skills that are fundamental to effecting positive change in the world.

Families and the School

CCDS works best when each of us understands the basic tenets of learning together in a close-knit community such as ours. Structure, support, trust, inclusion, and honesty go hand in hand to guide students towards success here, in college, and in life. The student handbook articulates the foundation of trust and honesty that undergird our school and describes the many ways that CCDS supports each member of our community. The Handbook further outlines the various expectations by which we all live during the year, expectations that build our unique culture of academic excellence, inclusion, and integrity.

Every student and family should review the handbook carefully and completely to understand the important expectations and responsibilities within our community. As a community, we all have duties, obligations, and expectations to uphold, so please read the handbook and familiarize yourselves with our Mission and Culture of Character guidelines.

CCDS is fortunate to have so many families choose the school for their child/ren 's education(s). Although we acknowledge this as a choice, it is also a privilege. The school works to meet all families' ideals, while maintaining the integrity of the program, and the needs of the community as a whole, as guided by the mission.

Parent-School Covenant

Fundamentally, the relationship between Cincinnati Country Day School (school employees, full time and/or part time) and our parents should begin with the presumption of good will. Parents love their children. They want and need to look out for their children's best interests. The school, for its part, hires educators who nurture and challenge students according to educational best practices. As educators, we too are charged with looking out for your children's best interests while challenging them to grow beyond their comfort levels.

This covenant sets guidelines for the creation of the most effective relationships between the school and parents in support of our Country Day students.

Effective school-parent collaboration will include:

1. the presumption of good will and mutual respect
2. clearly defined responsibilities
3. a commitment to private, productive, and consistent communication in which both parties speak and listen
4. a common vision of the goal to be reached: engaged and challenged students connected with teachers in a process that develops responsible college-ready students and world-ready citizens.

What parents can expect from CCDS:

1. Teachers will know and nurture students and honor their individual gifts.
2. Teachers will engage, challenge, and connect with students to help them achieve their fullest potentials.
3. The school will provide opportunities to students to cultivate leadership skills and take risks inside and outside of the classroom with the goal of developing well-rounded, resilient students.
4. The school will communicate with parents about student progress through interim reports and report cards; faculty members will be accessible and responsive to parents through email and voicemail.
5. The school will provide support to students who experience academic difficulty through support meetings with learning teams, advisors, and support services when appropriate.
6. Administrators and teachers will be current in their subject areas and pedagogies, will model the school's character virtues, and will uphold the highest level of educational professionalism.
7. The school will provide a safe and secure learning environment.
8. CCDS trustees and employees will be good stewards of the school's financial resources.
9. The school will celebrate student success.

What CCDS expects from parents:

1. The school expects parents to assume good will about our work with your child(ren) and with you.
2. The school expects parents to be open communicators with us. We seek the parental perspective on a child as a person and as a learner.
3. The school expects parents to support the mission, purpose, and character virtues by taking an active role in your child(ren)'s education. This includes attending conferences, school activities, and PA events.
4. The school expects parents to provide a home environment and experience beyond school that supports the development of positive learning attitudes and habits, including each student's increasing autonomy.
5. The school expects parents to involve themselves in the financial sustainability of the school. This includes making timely tuition payments and participating in annual giving and capital campaigns when possible.
6. When concerns arise, the school expects parents to seek information directly from the school, consulting with the adult at CCDS who is closest to the situation (teacher/coach, advisor, or administrator in that order.)
7. The school expects that parents will refrain any conversation that undermines the community's virtues, such as rumor or hearsay.

Welcome Letter from Head of Upper School

Dear US Families,

This book can look daunting, but the goal is to provide students and families with a working understanding of the policies and procedures and daily routines which will guide our work together. While no handbook can anticipate every situation or circumstance, we have worked to try and provide perspective about our guiding principles and transparency about our expectations and processes.

CCDS has a rich history of the role of student voice in shaping our Upper School community. Students have helped to shape many of these policies, and the foundation of our disciplinary approach, the Honor Council, was a student-created entity. Students seeking more voice should consider running for positions including those on Honor Council, Student Council, Equity Council and through various club leadership.

This is a living document. There are some changes each year, so it's important that students and their families familiarize themselves with it. Ms. Kim and I will work with our student council throughout the year to identify areas of the handbook that might need revision. We encourage our students to speak with their student representatives about their experiences in the Upper School so that we can support a school that values individual voice and agency while working to create a respectful and unified community of learners.

I'm excited for this year and for how students will choose to shape it.

We are Country Day!

Jenn Weinheimer
Head of Upper School

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RESOURCES

Upper School Administration

Mrs. Sarah Beyreis, Director of College Counseling and External Opportunities
Ms. Laura Gunn, Director of Service Learning
Mrs. Yvonne Green, Administrative Assistant for College Counseling/Test Coordinator
Ms. Elizabeth DiTullio, Administrative Assistant
Mr. Nate Johnston, Director of Scheduling
Ms. Jesse Kim, Dean of Students
Mr. Charles McGivern, Assistant Director of College Counseling
Mr. Dennis Coyle, Athletic Director
Mr. Greg Ross, Associate Athletic Director
Ms. Jenn Weinheimer, Head of Upper School and Director of Academic Affairs

All School Contacts

Absence/Tardy/Late Reporting Divisional Offices
Admission/Financial Aid/Tours Mr. Aaron Kellenberger
After School Program (Lower/Middle Schools) Ms. Tina Moulin
Associate Director of Alumni & Legacy Giving Mr. Peter Fossett
Announcements..... Divisional Offices
Calendar..... Divisional Offices
Country Cottage..... Ms. Sasha Cantrell
Associate Director of Annual Giving..... Ms. Casey Santi
Advancement..... Mrs. Louise Vaughn
Dining Terrace/Food Service..... Sage Dining, Mr. Todd Witt
Directory Changes..... Email: addresschanges@countryday.net
Discipline/Dress Code LS/MS Divisional Offices, US Dean of Students
Enrichment Programs/Clubs Divisional Offices
Enrollment/Re-enrollment..... Mr. Aaron Kellenberger
Extended Program Options (Lower/Middle School) Divisional Offices
Facility Rental Mr. James Boling
Financial Matters Mr. Todd Witt
Homework Assignments Veracross/Divisional Offices
Libraries..... LS - Ms. Amy Thonnerieux; MS/US – Mr. Nat Tracey-Miller
Mailings..... Divisional Offices
Medical Emergencies Ms. Tina Peterson
Missing Items/Police Reports Mr. Todd Witt
Story Ideas/Media Contacts/Communications/Publications Ms. Josephine McKenrick
Nursing Ms. Tina Peterson
Private Music Lessons Ms. Stephanie Wietmarschen, Ms. Theresa Hirschauer
Prospective Student Visitors Admission Office
Student Withdrawal..... Admission Office
Summer School/Summer Camp Programs..... Mrs. Tina Moulin

Support Services	Divisional Offices
Technology	Help Desk
Transcripts/Student Records	Divisional Offices
Transportation	Mr. Aaron Kellenberger

Upper School Contacts

Accommodation Plans.....	Dr. Kathy Scheidler
Academic Credits/Reports	Mr. Nate Johnston
Advanced Placement Procedures and Testing	Mrs. Yvonne Green
Advisory	Ms. Jenn Weinheimer
Assembly Programs	Ms. Jenn Weinheimer
Attendance	Ms. Elizabeth DiTullio
Athletics.....	Mr. Dennis Coyle, Mr. Greg Ross
Audio/Visual Material	Mr. Nat Tracey-Miller
Bus/Transportation Information.....	Mr. Aaron Kellenberger
Calendar.....	Ms. Elizabeth DiTullio
Clubs and Activities.....	Ms. Malena Castro, Ms. Laura Wilson
College Counseling.....	Mrs. Sarah Beyreis
.....	Mrs. Yvonne Green, Mr. Charles McGivern
Course Registration.....	Mr. Nate Johnston
Dean of Students	Ms. Jesse Kim
Exam Schedules	Mr. Nate Johnston
Financial Aid/CCDS Tuition.....	Mr. Aaron Kellenberger
Good Student Car Insurance	Ms. Elizabeth DiTullio
Honor Roll	Mr. Nate Johnston
Illness/Injury at School.....	Ms. Tina Peterson
Lockers.....	Ms. Elizabeth DiTullio
Lost and Found	Ms. Elizabeth DiTullio
Parent Mailings	Ms. Elizabeth DiTullio
Parking.....	Mr. James Boling, Ms. Elizabeth DiTullio
Pre-Arranged Absences.....	Ms. Elizabeth DiTullio
Schedules.....	Mr. Nate Johnston
Senior Projects.....	Mr. Brock Miller
Service Learning/Service Hours	Ms. Laura Gunn
Student Support Services.....	Dr. Kathy Scheidler
Study Hall.....	Mr. Nate Johnston
Vehicle Registration	Ms. Elizabeth DiTullio
Visitors to CCDS	Ms. Jenn Weinheimer
Work Permits	Ms. Elizabeth DiTullio

Upper School Academic Departments

COMPUTER SCIENCE	Extension
Jamie Back, BS, M.Ed.	241
Lauren Corrigan, BS, MS	292

ENGLISH

<u>Ms. Emily DiMatteo</u> , BA, MA	298
Dr. Christine Bridge, BA, B.Ed, M.A, Ph.D.	319
Ms. Grace Brown, BS, MA	265
Dr. Justin Chandler, BA, MFA, Ph.D.	268
Dr. Erin Shaul, BA, MA, Ph.D.	278
Dr. Heather Williams, BA, MA, Ph.D.	325

FINE ARTS

<u>Mrs. Stephanie Wietmarschen</u> , BM	363
Ms. Amy Brand, BA, MFA	332
Mr. Evan DiTullio, BA, MA	340
Mr. Greg Miller, BM, MM	339
Mrs. Carole Lichty-Smith, BFA, MFA	348
Mr. Nicholas Rose, BA	356

HISTORY

<u>Dr. Jeremiah McCall</u> , BA, MA, Ph.D.	341
Mr. Merle Black, BA, MA	273
Ms. Jen Faber, BS, BA, MA	336
Dr. S. Pouye Khoshkhoosani, BA, MA, Ph.D	269
Mr. Joshua Scott, BS	338

MATHEMATICS

<u>Mr. Gregory Faulhaber</u> , BS, MAT	381
Ms. Lauren Corrigan, BS, MS	292
Mr. Corey Flick, BS, M.Ed., MA	317
Ms. Laura Gunn, BS, M. Ed.	240
Ms. Patricia Hodges, BA	305
Mr. Edward Larsen, BS, MA	252

MODERN LANGUAGES

<u>Ms. Rachel Corwin</u> , BA, M.Ed., JD	397
Ms. Malena Castro, BS, M.Ed.	277
Dr. Jeanette Hecker, BA, MA, Ph.D.	335
Dr. Aline Skrzyszewski, BA, MA, MA, Ph.D.	248
Mrs. Angela Suarez, BA, MA	368
Ms. Rhoda Weston, BA, M.Ed	344
Ms. Laura Wilson, BA, MA	369

PHYSICAL EDUCATION and HEALTH

Mr. Greg Ross, BS (Physical Education)	235
Ms. Joshua Scott, BA (Health)	338
Mr. Ronald Hatten, BS, MA	362

SCIENCE

<u>Mr. Matt Dahl</u> , BS, MS	318
Mrs. Paula Butler, BA, M.Ed., NBCT	257
Ms. Jill Jaksetic, BS, MS	307
Ms. Jesse Kim, BLA, MS	296
Dr. Jonathan Franzosa, BS, Ph.D.	271
Mr. Brock Miller, BA	355
Ms. Julianna Poole-Sawyer, BS, MA, MA, M.Ed.	388

Upper School Support**ATHLETIC DEPARTMENT**

Mr. Dennis Coyle, BA (Athletic Director)	246
Mr. Greg Ross, BS (Associate Athletic Director)	235

COLLEGE COUNSELING

<u>Mrs. Sarah Beyreis</u> , BA, MS (Director of College Counseling)	261
Mrs. Yvonne Green, BA, MA (Administrative Assistant)	274
Mr. Charles McGivern, BA, M.Ed. (Assistant Director of College Counseling)	334

LIBRARY/MEDIA SERVICES

Mr. Nat Tracey-Miller, BA	247
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STUDENT SUPPORT SERVICES

Dr. Kathy Scheidler, BA, M.Ed., Ph.D. (School Counselor/School Psychologist)	304
Ms. Julie Crutcher, BS, MS, M.Ed (Intervention Specialist)	357

TECHNOLOGY

<u>Mr. Robert Baker</u> , BS, M.Ed. (Director of Technology)	217
Ms. Nancy Osborne, BA (Assistant Administrator, Technology)	218
Ms. Jamie Back, BS, M.Ed.	241

UPPER SCHOOL OFFICE

Ms. Elizabeth DiTullio, BA, MS (Administrative Assistant)	223
Ms. Jenn Weinheimer, BA, Ed.M, MA	222

Honor Council

Faculty Representatives	Mr. Nat Tracey-Miller (Chair)
	Ms. Grace Brown
	Ms. Lauren Corrigan
	Mr. Brock Miller
	Ms. Jamie Back (Alternate)

Student Representatives

Seniors	Kyle Collett and Annalyse Deming
Juniors	Emma Rainey and Alex Riemann
Sophomores	Alessandra Garcia-Altuve and Reed Horton
Freshmen	TBD (elections in the fall)

Student Council

Cabinet

President	Nick Watts
Vice President	Luc Bonomo
Social Chairs	Natalie Christine and Titan McMullen

Student Council Grade Level Co-Presidents

12th grade: Matthew Castrucci and Olivia Day

11th grade: Parker Corbin and Isabel Ramirez

10th grade: Donovan Gray and Marin Lange

9th grade: (Elections to be held in the fall)

Student Council Representatives

Student Head of Arts: Louisa Joy '25

Student Head of Athletics: Fleur Helmantel '24

Student Head of Community Building: Gracie Mitchell '24

Student Head of EDI: Emil Hettich '23

Equity Council

12 th	11 th	10 th	9 th
Sohan Gangam Emil Hettich Weison Huang Jourdan Jones Emma Valentin	Rachel Mitchell (Ray) Katie Wang	Nicole McNeal Victoria Quintero (Vic) Amila Williams Imri-Joy Young	TBD-applications in the fall.

Peer Mentors

Peer Mentors

Advisor

Dr. Jeremiah McCall

Gracie Barnes	Michael Donahue	Titan McMullen	Hannah Schoeny
Natalie Christine	Max Fink	Devon Michalski	Rhiannon Sherman
Kyle Collett	Will Griffin	Colin Ray	Sigourney Smyth
Olivia Day	Sami Hess	Ethan Rezer	Emma Valentin

ACADEMIC POLICIES

Academic Honesty

Academic honesty is a deeply held value at CCDS. Students are expected to do their own work and to give appropriate credit to the words and ideas that are not their own. Breaches in academic honesty are serious violations of the Honor Code, and students should avoid even the appearance of dishonesty. Academic dishonesty can range from giving a peer the answers on homework assignments or copying lab reports, to cheating on a test or exam, to plagiarism on a piece of writing. Resubmitting work submitted to a different class is also dishonest. The above include some areas where issues of academic honesty can arise; it is not a comprehensive list. Academic honesty violations are adjudicated via the Honor Council and the Upper School administration.

Academic Honors

Students achieving honors and high honors will be designated at the end of each school year. Honors are based solely on grade point average. A grade point average of 3.33 to 3.99 is designated as Honors. A grade point average of 4.00 and above is designated as High Honors. Pass/Fail courses are not included in the calculation of Academic Honors. AP and Honors courses each earn a one-point increase in the GPA calculation.

Academic Requirements

Twenty-two and one-half (22.5) credits earned in Grades 9-12 are required for graduation. One credit equals one full-year course which meets at least four periods per six-day cycle. One-half credit is given for courses which meet for only one semester or for less than four periods per six-day cycle.

- Courses taken in Middle School are for Upper School placement and not for Upper School credit.
- Students in grades 10, 11, and 12 must take at least 5.5 credits each year. Students taking five Honors or AP courses need to take only five credits per year. Students in grade 9 must take at least six credits.
- Students must pass at least four courses a year in order to be promoted to the next grade level.
- Each senior must successfully complete a Cardio-Pulmonary Resuscitation (CPR) course.
- Each senior is required to complete a Senior Project at the end of the senior year.
- Students must complete ninety hours of community service. Up to thirty hours can be volunteer hours and at least sixty hours must be in service of the underserved.

<u>Department</u>	<u>Required Credits</u>	<u>Recommended Credits</u>
Arts	1.0*	
English	4.0	4.0
History (Modern World and US History)	3.0	4.0
Math (Alg. II and Geometry)	4.0	4.0
Modern Language (3 US credits in one language)**	3.0	4.0
Science	3.0	4.0
Computer Science	.5*	
Health	.5	
Physical Education	.5	

Electives

2.0 or more
22.5

*Students must complete a total of 2.5 credits in art and computer science COMBINED, with a minimum of 1.0 in art and .5 in computer science.

**Students who pursue study of two world languages simultaneously for more than one year may have flexibility to complete 2.5 combined credits in arts and computer science combined, with minimum of .5 in each.

Academic Accommodations

It is Upper School policy to offer up to fifty percent extra time accommodation for timed tests, quizzes, and exams for any student with a current (within the prior three years) Accommodation Plan or Action Plan. Any request for extra time accommodation on external standardized tests such as AP, SAT or ACT must be made directly to the College Board/ETS or American College Testing. CCDS reserves the right to determine whether other reasonable requests for accommodation may be granted. In all cases, further information on applying for learning accommodations is available from the Office of College Counseling or the School Psychologist.

Academic Policy Exceptions

Students whose circumstances may warrant an option other than those outlined in the Upper School Curriculum Guide must petition the School for a waiver of academic policy. If an exception is granted, the written explanation of the School's decision and any accompanying conditions will be placed in the student's permanent file.

Academic Review

Grades in the following subjects will be used to calculate GPA for academic review purposes: Math, English, History, World Languages, and Science. Any student earning a grade of C or lower will undergo academic review. Status levels include Academic Concern or Academic Probation, and students will be re-evaluated at the end of each quarter.

Academic Concern indicates that the student is not academically thriving in the CCDS Upper School. A student with two grades of C or below is placed on Academic Concern. This will result a meeting with the student's advisor. The student's college counselor and teachers may also be a part of the meeting. The advisor will then work closely with the student to monitor progress and report back to the family. If a student is placed on Academic Concern in any two of four academic quarters, they may be placed on Academic Probation. If a student is placed on Academic Concern for any two successive quarters, they will be placed on Academic Probation. Academic Concern will not be reported in the college process.

Academic Probation indicates that there are serious concerns about the student's ability to succeed in the CCDS Upper School. A student with any grade below a C- or a cumulative GPA less than 2.5 will be placed on Academic Probation. When a student is placed on Academic Probation, the contract for the next academic year will be held until the end of the current academic year. When a student is placed on Academic Probation there will be communication that includes the Head of Upper School, the family, and the student's advisor. The advisor will then work closely

with the student to monitor progress and report back to the family and Head of Upper School on a regular basis. Academic Probation will not be reported in the college process.

Adding and/or Dropping a Course

Students may drop a year-long course prior to the start of the first semester exam week. Students may drop a semester course prior to exam week of that semester. Students may add a semester course or a year-long course up to end of the first full week of classes in the semester. If a course is dropped on or before the dates indicated above, the course will NOT be shown on the transcript. If the transcript has already been sent to a college, that college will be informed that the course has been dropped. If a student withdraws from a year-long course *after* the end of First Semester, the transcript will indicate the following: the name of the course and whether a Pass or Fail has been earned. Section switches requiring a move from the honors section to a college prep section (or the reverse) should be made by the start of the second quarter.

AP and Honors Courses

CCDS does not limit the number Honors and/or AP courses a student can take each year. Students are, however, strongly encouraged to seek academic opportunities that challenge them appropriately and in ways that allow them to enjoy a range of meaningful extra-curricular and other educational activities offered in the Upper School. Working with the student, parent, teacher, advisor and department chair, the Director of Scheduling and Upper School Head reserve the right to amend a student's schedule for appropriate placement or section balancing. Moreover, a student performing below the B level in an Honors or AP course may be moved to a college prep section by the relevant academic department. AP and Honors courses each earn a one point increase for GPA calculation.

AP Exams

All students enrolled in AP courses are required to sit for AP exams in May, and successful completion of AP course requirements depends upon students taking the AP exam. Any exception to this rule must be approved by the appropriate department chair and the Upper School Head.

AP Testing Weeks Policy

Students may be excused from all morning classes on the day an afternoon AP test is scheduled. Students may be excused from all afternoon classes beginning at lunch on the day before a morning AP test. Students will take responsibility for making up missed work in *all* classes and for making arrangements for that make-up work with the class teachers. Teachers are expected to take into consideration the demands that are being made on AP students.

AP Testing with No AP Course

Students may take AP exams when not enrolled in an AP course if:

- Country Day does not offer an AP course in the subject matter *OR*
 - The Country Day AP or Honors course will not fit into their schedule
- and
- The department chair approves.
 - The student successfully completes a practice exam, as determined by the department chair.

Country Day does not grant credit for AP exams. Students are not allowed to take AP exams in advance of taking the Country Day AP or Honors course equivalent. Students may not advance themselves into Independent Study courses by means of AP exam scores.

Attendance Policy

See Student Life section.

Communication with Faculty

Administrators and teachers will be accessible and responsive to parents and model honest and respectful dialogue. It is reasonable to expect a response within 24 hours between 7am and 7pm. (Please note that on weekends and over school breaks, faculty are not expected to respond within 24 hours.)

Course Requirements

All courses require that the student take the semester examinations or equivalent.

Course Selection and Registration

Each spring, students register for courses for the following year. This is done in consultation with teachers, department chairs, advisors, college counselors, parents, and the Upper School Head. Students who wish to take a course for which they were not recommended for should meet with the appropriate department chair to initiate discussion regarding placement.

Cum Laude Society

CCDS is privileged to have a chapter of the Cum Laude Society which honors the academic achievement and academic integrity of high school students. The Cum Laude Society's motto - Areté (excellence), Tiké (justice), Timé (honor) guides the CCDS Cum Laude committee. At the end of Junior year, up to ten percent of the junior class is elected to the society based primarily on the weighted GPA for junior and sophomore years. A second ten percent of the class is elected at the end of the first semester of the senior year, based primarily on the weighted GPA from sophomore and junior year as well as the first semester of senior year. Inductees are honored each spring at a dinner and induction ceremony with their families and the Upper School faculty.

Electives

Priority in staffing matters is given to maintaining low section sizes in core academic courses that are required for graduation. Therefore, CCDS cannot guarantee that every course will run or that a student will always get a first or second choice elective. During the course planning process, students are required to choose, by department and in order of preference, three electives from the course offerings document. Working with the appropriate department chair and the Director of Scheduling, the Upper School Head will make the final decision whether or not an elective course will ultimately run. Senior English and history electives are distinct semester courses, and credit is granted only with the completion of the **full** semester of work in each course.

Grading

Letter grades are used to record all Upper School Grades.

<u>Grade</u>	<u>GPA</u>	<u>Range</u>
A	4.0000	93-100
A-	3.6667	90-92

B+	3.3333	87-89
B	3.0000	83-86
B-	2.6667	80-82
C+	2.3333	77-79
C	2.0000	73-76
C-	1.6667	70-72
D+	1.3333	67-69
D	1.0000	63-66
D-	0.6667	60-62
F	0.0000	<60

Homework Guidelines

The amount of time it takes to complete homework varies from student to student, making it impossible to provide a uniform expectation. Teachers will, on average, assign 35-45 minutes of homework per class meeting. In Honors (H) and Advanced Placement (AP) courses, students should expect 45-60 minutes of daily homework. Students observing religious holidays should speak with their teachers in advance of the holiday, so that teachers may accommodate students' observances. No assignments or assessments are given over Thanksgiving or Winter Break. Students in AP courses may be assigned some work to complete during CCDX/Spring Break.

Incomplete Grades

If a student's work is incomplete (with a pre-approved extension), the report card will indicate an "I" and a deadline for completion will be set, usually within two weeks of the end of the quarter for make-up work and clarified with the student and advisor and family. When the deadline is reached the Director of Scheduling will record the grade. If the work is not made up, the student will be given a zero and the grade for the term will be determined by averaging in the zero. A student cannot receive an Incomplete for a course requirement and still pass the course.

Independent Study

Independent Study provides qualified students the opportunity to work with a faculty supervisor in order to investigate issues and topics of common interest and shared passion. Any student who has fulfilled departmental requirements, has exhausted the school's offerings within the department, and has previously demonstrated academic excellence in the relevant discipline is, potentially, eligible for Independent Study. An Independent Study must be a student's sixth course and cannot be used to fulfill or replace any graduation requirement. Each independent study has a faculty supervisor who will help the student develop a written proposal for Independent Study that should include a detailed summary of the course of study, relevant materials and activities, the frequency of meetings with the supervising teacher, and assessments (including any final project or presentation). The deadlines for submitting a written proposal are **November 1** for a second semester Independent Study, and **May 1** for a first semester Independent Study. Proposals should include the following signatures: the student, the supervising faculty member, the parent(s), the faculty advisor, the relevant academic department chair, and the Director of College Counseling. The Upper School Head will make the final decision. Once approved, Independent Study is subject to the same conditions and guidelines as regularly scheduled courses, including the Add/Drop deadline.

Physical Education

All students must earn .50 credits in PE. PE classes concentrate on individual and lifetime sports, outdoor education, and health and safety topics. Each semester PE class counts as .25 credits. Although interscholastic athletics are optional, students are strongly encouraged to participate in them. Participation in four seasons of interscholastic sports may be used to earn .25 credits in PE; this, alone, satisfies one half of the PE requirement. PE may also be taken in the CCDS summer program and counts for .25 credit in PE. (Summer PE is at an additional cost to families.) Independent, off-campus athletic involvement does not excuse a student from fulfilling the PE requirement.

Return of Student Work

Student work should, typically, be graded and returned to students no later than seven calendar days after it is collected by the teacher. Common sense, cooperation and understanding are essential; any questions, conflicts or concerns regarding work not returned after seven days should first be discussed by the student with the student's teacher and, if necessary, the appropriate department chair.

Student Support Services

The Upper School Learning Specialist offers assistance with study skills, test taking strategies, organization, and time management. The Learning Specialist also provides consultation and assists in planning educational strategies with parents and teachers. Services available from the School Psychologist include counseling, consultation, evaluation, and crisis intervention and staff development. Students may seek information from the School Psychologist without parental consent. However, consent is required prior to services, except in crisis situations. The School Psychologist provides information to students in Health classes, upon request, and is available to consult with teachers and parents. Parents of students with special learning needs may contact either the School Psychologist or the Upper School Learning Specialist to begin the process of developing an accommodation plan.

Study Hall

Students earning a grade of C or below in any class or at the discretion of the Upper School Head at either the interim or at the end of a quarter are placed in study hall for the following marking period. At the start of the year, all new and 9th grade students, except those who earned a cumulative GPA of 3.67 or higher in CCDS's 8th grade, are placed in study hall until the first quarter is complete. Study Hall provides a closely supervised environment where students can work productively. Students whose grades improve over the course of the quarter are not released from the Study Hall obligation until the end of the quarter. Students who have any incomplete grades are placed in Study Hall until the Incomplete is satisfied. Study hall proctors may limit computer use and should monitor student work closely.

Summer School Course Policy

When a course is taken for credit at another school or a college or university, students should understand that the credit will not count as one of the 22.5 required for graduation unless it is to make up for a CCDS course failure. A student considering summer school courses, either for enrichment or for more advanced placement in CCDS courses, should consult with the CCDS head of the department in which the course is to be taken. A student considering taking summer school courses to account for a poor grade or a failure during the school year should consult with the student's advisor, the appropriate department chair, and the student's college counselor. Courses taken at another academic institution do not appear on a CCDS transcript.

Tests, Papers, Quizzes

Students are expected to take no more than two full-period tests per day. It is more difficult to be prescriptive regarding requirements for quizzes, papers, etc. Any time a student feels overwhelmed by academic responsibilities the student should be proactive in respectfully communicating this to the advisor and teacher(s) *well in advance of any relevant deadline*. The student can do so in the knowledge the advisor and teacher(s) will be supportive and accommodating.

Tutoring

Parents interested in seeking on campus private tutoring for their child must go through the Division Head. On-campus tutors are required to go through a screening process prior to having access to our facilities and being assigned a tutoring location. Private tutoring should take place before or after school hours unless otherwise approved. Arrangements between families and tutors are the responsibility of the parties involved. Tutoring for compensation cannot take place between a child and their current classroom teacher. CCDS faculty tutors may only tutor outside of regular school hours and may not tutor students on their rosters. It is the obligation of the tutor to support the teacher and student through regular communication regarding course expectations and skill building.

VIRTUE IN ACTION

Members of the Cincinnati Country Day Upper School are guided each day by the school's motto **Virtue in Action**. While every situation cannot be addressed in a set of guidelines, **The Honor Code and Culture of Character** are the guiding principles of the Upper School Community. The purpose of these principles is to foster an atmosphere of trust and cooperation between students, faculty, and all other members of the CCDS community. These principles represent the highest ideals of moral development, integrity and achievement, as well as respect for the ideas, work, and property of others. The Honor Code and Culture of Character represent the school's commitment to fostering integrity and to teaching and promoting honor and trust within our community and all are expected to adhere to both the letter and the spirit of these principles.

The Honor Code

A culture of honesty is the moral and ethical foundation of the mission of Cincinnati Country Day School. The Honor System, established in response to student suggestions in 1995, is the structure that defines and promotes these values within the school community. The need for an Honor Code was identified by students, and its subsequent implementation has been successful because this is their system of ensuring honesty and integrity. The Cincinnati Country Day School Honor Code contains three principles that must be followed by all members of the Upper School community: one should not lie, cheat, or steal. The Honor Code and Honor Pledge may be placed in all classrooms to serve as a daily reminder of our commitment to promoting "Virtue in Action." Teachers may also place an "I pledge" statement at the top of all major assignments and tests.

Honor Pledge

The Cincinnati Country Day School Community will commit itself to the Honor Code by signing a pledge at the beginning of each academic year. The Honor Pledge states:

I firmly pledge to uphold the values of honesty, integrity, stewardship, and sportsmanship in the Cincinnati Country Day School community. I will support the Honor Code and in no way violate the spirit of its principles; I will not lie, cheat, or steal. And I expect others to be respectful and do the same.

Culture of Character

Students need to be conscious of their behavior at school, at social and athletic events, school trips, or online. In situations where specific rules do not seem to apply, politeness, courtesy, kindness, sportsmanship, and respect for all persons and their property are required. Good judgment and common sense must be essential criteria for all behavior. Conduct inconsistent with the school's expected standard of good judgment and behavior may be considered a violation of a major school rule and would be adjudicated according to Honor Council process.

Interpersonal Conduct

We expect all students, faculty, and staff to treat other members of the community with respect. Cruel or abusive treatment of either a physical or verbal (in person or online) nature directed towards another member of the community will not be tolerated. Violations of this expectation are considered a violation of school policy.

Students who believe they have witnessed or been the victim of behavior that violates the Interpersonal Conduct Policy (including but not limited to harassment, bullying, hazing, etc.) should demand that the behavior stop at once and notify a member of the faculty, Head of Upper School, or the Head of School.

Personal Conduct

Lying is knowingly misrepresenting the truth or willfully deceiving another member of the school community regarding a school matter.

Cheating is academic dishonesty of any form, including plagiarism, self-plagiarism, and misrepresentation of work.

- **Plagiarism** is the taking of another person's ideas or writings and presenting them as one's own or without proper acknowledgement.
- **Self-plagiarism** is the submission of the same piece of graded work in more than one course without explicit permission of both teachers involved.
- **Misrepresentation of Work** is the submission as one's own, any piece of work prepared by another.
 - In order to avoid this, US students should refrain from working with parents or tutors on final drafts of assignments. Tutors, if used at all, should be in place to help students clarify their own ideas and to provide structure. Tutors, parents, etc. should not read and line-edit student work; the temptation to change phrasing and the unique voice of the student is too great. If a student feels that he or she needs more support, they should seek out help directly from the assigning teacher.
- **Contributing to the cheating of others/losing control of your work** is when a student intentionally or unintentionally contributes to the academic dishonesty of another student. Students who allow others

access to their work, class materials, previous assignments, or who provide assistance to fellow students in work where the teacher's expectation is that students will work alone may be brought before Honor Council for cheating.

- In order to avoid this, students should not engage in any of the following behaviors:
 - Sharing graded work
 - Sharing outlines or drafts of assignments
 - Sharing data
 - Providing information about future assessments, including the potential of a pop quiz in a class
 - Any other behavior deemed to be in violation of the spirit of this rule.
 - Providing access to online resources (including One Note) that are not intended to be shared.

When sharing work of any kind, students must receive express permission from the assigning teacher.

Stealing is the taking of, even with the intention of returning, another person's property without the owner's permission.

Sportsmanship Students are considered sportsmanlike when they abide by the rules of a contest and accept victory or defeat graciously. Students are expected to cheer and to support their team in a positive way. Any activity, verbal or nonverbal, that detracts from play on the court or the field falls under the realm of an honor violation.

Consent is an essential component in all relationships. Students should be aware that if they are found to be engaged in any kind of physically affectionate or sexual situation, they may be asked if consent was given. It is also important for students to understand that (especially in the case of minors) there are situations in which students don't have the ability to give consent. If CCDS becomes aware of such a situation, families should expect that the school will notify law enforcement and child protective services.

Alcohol/Tobacco/Nicotine/Drugs/Paraphernalia

The use, possession, or being under the influence of alcohol or other drugs or the possession of paraphernalia related to drugs and alcohol, including controlled substance delivery systems such as Juuls or other vaping devices is prohibited on campus or during any school function. Possession or use of the above warrants major disciplinary action and will result in intervention, restricted status and suspension, and can result in dismissal. Intervention may include a drug screening and a reporting of the incident to the Indian Hill Rangers. The school may use Breathalyzer on students at school sponsored events, and uses a breathalyzer on all students who attend school dances. By attending these events, students imply consent to take a Breathalyzer test when asked. Refusal to take the test will result in an assumption of guilt and disciplinary action will be taken.

Sanctuary Policy Because we want our students to seek help for themselves and others, in the event of substance abuse problem, CCDS employs a "sanctuary" policy. If a student believes that they or a classmate is in danger because of an alcohol or drug problem or is in immediate danger on campus, he or she should approach a faculty member and invoke the sanctuary policy by saying, "I need sanctuary for myself/a classmate..." In such instances, regular disciplinary repercussions will not apply, as appropriate intervention is sought. Students claiming sanctuary

should know that their parents will be notified as appropriate, in consultation with the School's Psychologist and administrators. Students may not claim "sanctuary" once they've been confronted about an infraction of school policies.

Breathalyzer

School administration uses breathalyzers at all dances and may use a breathalyzer to test any student for alcohol during the school day or at any school event on or off campus.

Bringing Discredit to CCDS

While the school has no interest in policing student behavior outside school hours, it is the case that certain acts and activities, even if they take place off campus, can damage the school's reputation or have an impact on a community member's ability to learn in an emotionally and physically safe environment. Any student who engages in behavior, on or off campus or in a digital medium, which brings discredit to themselves and, thereby, the school, or negatively impacts the school life of another community member, will be subject to disciplinary action. Students should be particularly mindful of this in its application to the **Acceptable Use Policy** (See Appendix).

Building Use

School buildings are open from 7:45 a.m. until 6:00 p.m., Monday through Friday. School buildings are closed on Saturday and Sunday unless students are under the direct supervision of a school employee. Attempts to gain access outside of open hours and without permission will result in disciplinary action. Students in Upper School who must stay on campus beyond 6:00 p.m. must be enrolled in after school study hall or participating in school-sponsored athletics.

Cell Phones/Handheld Devices

While the school acknowledges the increasing importance of Cell Phones/Handheld Devices ("Devices") to our students, it is with the goal of creating a present, purposeful, and connected community within the school that students are expected to use these devices both sparingly and appropriately at CCDS.

The school asks that parents should refrain from contacting students using cell phones during the school day. If an emergency arises, parents should contact the Upper School office. A faculty member can then find the child and have them make a call privately, so that a child is not given sensitive information without adult support. We do understand that students may need to occasionally call a parent, a college, or an employer. In such an instance, students should ask a faculty member for permission and for a location from which to make the call; students found on a call without permission will be asked to get off the phone, and their phone will be taken for the rest of the day.

The following expectations make up the fundamentals of the CCDS Cell Phone/Handheld Device Policy, but this list is not all inclusive and students are expected to adhere to the *spirit* of the policy.

- While at school, devices are to be in silent mode at all times. Phones should be put away in pockets or backpacks (not on desks, etc.)
- While at school, students may use devices in the Commons, the Senior Pit, the amphitheater, or before Keeler meetings or before class has started while seated in the classroom; students should never use their phones while walking in the building.

- From 8:15 a.m. to 3:15 p.m., devices are not to be used in academic settings, meetings, or other organized school events for any purpose without explicit approval and instruction.

If a student fails to meet these expectations, any faculty/staff member should confiscate the device; the student may retrieve the device at the end of the school day. Habitual offenders may face more significant consequences, including losing their phone privileges.

Commons

It is the responsibility of the student body to keep the common areas of the Upper School clean. If a faculty member notices a mess and asks a student to help clean up, it is the expectation that the student will, even if they did not create the mess.

Dining Terrace

Upper School lunch is served from 12:10 p.m. until 12:50 p.m. The Dining Terrace is off limits except during Upper School lunch. Each student is responsible for disposing of the student's garbage or litter and for fully respecting the nut-free policy. Eating/drinking (other than water) outside the Dining Terrace is not permitted.

Dress Code

Students are expected to be neat, clean, well-groomed, and appropriately dressed, including accessories, when attending school. School is a student's workplace, and students should dress for that context. All clothing should be in good repair with no rips or tears (even by design); undergarments should not be visible.

Students are expected to respect the *spirit* of the dress code, not simply the letter of the code.

The school reserves the right to send an inappropriately dressed student home for a change of clothes and/or require that appropriate clothes be brought from home.

NO shirts/outerwear should cover bottom wear

NO midriffs exposed

NO hats or hoods

NO tank tops/sleeveless shirts or spaghetti straps

NO athletic shorts or pajama bottoms or sweatpants

NO open-toed shoes, flip flops, or slippers

NO inappropriate messages/wording/images displayed on clothing (no references to violence, alcohol, etc.)

NO visible undergarments at any time

NO headphones/earbuds to be worn unless instructed to do so for a class

Acceptable Tops/Outerwear:

- Collared shirts, polo shirts, blouses, or solid-color t-shirts
- Button-up shirts must be buttoned
- Sweatshirts, fleece jackets, sweaters, pullover crew, or ¼ zipped outerwear (plain, CCDS, or college branded only.)

Acceptable Pants/Shorts/Skirts:

- All pants, shorts, and skirts must be worn at the waist/hip

- Shorts, skirts, and skorts must have a 5-inch inseam at minimum and reach mid-thigh; shorts should have a button at the waist to distinguish them from athletic shorts
- Denim of any color without rips or holes (“cut-off” shorts are not permitted—no frayed edges)
- Leggings and joggers in good repair. All leggings and joggers should be solid color (and opaque) and may have a small branding symbol; large athletic branding (like a symbol or name that runs the length of the leg) is not permitted. Joggers should be tapered or gathered at the ankle and should NOT be made from jersey or fleece material.

Acceptable Shoes:

- Casual, comfortable shoes in good repair, including athletic shoes
- Low heel shoes only (no higher than one inch)
- Crocs with the strap in the back are permitted (Crocs should not be worn in the science lab)

Formal Dress Day Guidelines:

- Button up shirts and ties (jackets preferred but not required)
- Dress pants/blouses, skirts/blouses, dresses
(On formal dress days, the expectation is that students will remain in formal dress for the duration of the day.)

Spirit Dress Day Guidelines:

- CCDS t-shirts or outerwear must be worn and clearly visible with dress-code bottoms

Free Dress Day Guidelines:

- Specific guidelines will be given when free dress days are announced during the year
- Athletic shorts and sweats are permitted

Headwear

- Only religious headwear may be worn in the school building

Food/Drink

Food and drink, other than personal water bottles or lidded cups, are not allowed in the Upper School outside of the Dining Terrace without the permission of the Dean of Students or the Head of the Upper School or under the direct supervision of a faculty member. Students may only eat outside of the Dining Terrace with the specific supervision and permission of a faculty member. Utensils and cups should not leave the Dining Terrace. Food and drinks should not be stored in lockers, backpacks or anywhere outside of the Dining Terrace. Students should not have food delivered during the school day.

Gambling

Under no circumstances is gambling allowed at school.

Games

Video, phone, laptop, board, and card games are only appropriate during an advising session or during club time. It is a violation of the spirit of the academic day to be playing games when school is in session.

Gyms

During the school day, it is expected that all Upper School students use their time wisely. On occasion students may want to take a break from academic work. The Sally Dwyer '05 and Tonya Grieb '10 Performing Arts Courtyard and Carey Family Amphitheater are available for student use much of the school day. The North and South Gyms and the weight room are closed to Upper School students during the school day.

Headphones/Earbuds

During the school day, full headphones should neither be in use nor be hung around the neck. Earbuds may be used to complete schoolwork while students sit and work alone or in a classroom for a class assignment. No earbuds should be worn when students are moving around the building.

Leaving Campus

Once students are at school, they are not to leave campus without permission from the School Nurse or the Upper School Head. **When a student is going to leave campus, checking out with the Upper School administrative assistant is always required.** Students who drive to school and leave campus without permission will lose their driving privileges and could be subjected to further consequences, including loss of free bells and a hearing in front of the Honor Council.

Offices

Students may enter offices or faculty areas only with explicit permission.

Proximity Rule

Upper School philosophy and practice maintains that logical and predictable consequences are tied to individual decision-making, which is closely linked to personal choices. Therefore, we adhere to the following Proximity Rule: Any student present during a school rule violation may face disciplinary action. Students are strongly encouraged to immediately remove themselves from any dangerous or compromising situation.

Public Spaces

All CCDS public spaces are shared spaces. That means that those who use the space either frequently or infrequently have a shared responsibility to see that the space is maintained and kept clean and used appropriately. Pick up after yourself and follow the appropriate guidelines of the spaces you use.

Respectful Relationships

CCDS prides itself on strong student-faculty relationships. These relationships are founded on respect. When an adult in the community approaches a student about a rules violation, the student should engage in a respectful manner. If a student refuses to follow instructions or "causes a scene," the student will be reported to the Dean who may determine that significant disciplinary consequences, including Honor Council, are appropriate. Students should keep this in mind if a phone is confiscated, if a faculty member speaks with them about a dress code violation, if they are asked to clean an area, or if they are told to get rid of food. Students are responsible for their behaviors and feeling singled out is not a reason for an inappropriate response.

Riding In/Driving/Parking Vehicles

It is imperative that students take the responsibilities connected to driving privileges seriously. Following are basic guidelines that students should understand and take seriously.

- All vehicles that students might drive to school must be registered in the Upper School Office and must have a CCDS parking decal displayed in the front windshield.
- Students who ride in or drive vehicles on campus must travel slowly, carefully, and courteously.
- All student vehicles must be parked in the designated student parking area (within the yellow lined spaces). Cars not registered or illegally parked may be towed.
- Violation of driving or parking regulations may result in loss of the privilege to park at school, loss of free bells or a hearing at Honor Council.
- During the school day, the student parking area is off limits to all students unless explicit permission has been given by the Upper School Head or a Dean of Students.

Safety

Any student whose behavior jeopardizes the physical or mental health and safety of another individual or group of individuals at school will be subject to disciplinary action.

School-Sponsored Events

All CCDS rules, as defined in the handbook, are in effect during school, on-campus, and during all school-sponsored events, whether the events are located on or off campus.

- No tobacco, alcohol, nicotine, controlled substance or controlled substance delivery system is permitted at any school sponsored event. Parents will be notified of any incident in all cases of suspicion and detection and must be available to provide transportation home.
- The school will have a Breathalyzer at social events, and all students will be screened as they enter dances. The Breathalyzer may also be used to screen students during the event. Attendance at the event implies consent to this testing.
- Dances:
 - Country Day students may bring a guest from another school in lieu of a CCDS date. All guests must be registered with the head chaperone at least 24 hours before the event. It is expected that students will inform their guest of the school dance and event policy. Students and guests must abide by the dress guidelines set for each specific event. The school reserves the right to refuse a student's guest.
 - There is a set time frame for each dance. All who attend must enter the venue within 30 minutes of the dance's start. Students must remain at the dance until 15 minutes before the specified end of the event.

Senior Privileges

At the end of the first semester, the Senior Class may be granted the Senior Privileges at the discretion of the Dean of Students and the Upper School Head. These privileges enable seniors to be away from campus when they have no school obligations. In order to be eligible, a senior must not be on a disciplinary status, must be in good academic standing with no grade of "C" or below during any reporting period, must have completed 70 of their required service hours, and must have a satisfactory attendance record. Senior students must have parental approval and follow sign-out/sign-in procedure. These privileges can be revoked on a case by case basis at the discretion of the dean of students and the head of Upper School.

Sexual relations

Regardless of consent, sexual relations are prohibited on campus and will be considered a major infraction of school policy.

Social Media Policy

The school's Culture of Character guidelines extend to the electronic world including all forms of social media. Although the school will not police its students' social media, it does recognize that in certain situations it may be both appropriate and necessary for the school to intervene. As such, the school reserves the right to involve itself in response to any social media posts that instigates a significant disruption of any school function or could reasonably be predicted to do so, including – but not limited to – threats or harassment against another student, faculty, staff, or the community at large. Pursuant to the school's expectations of its students' treatment of each other, any post that both violates any of the expectations as they are defined by our character virtues and meets the above criteria may result in disciplinary consequences.

Stewardship

Stewardship is the understanding and appreciation of the importance of caring for one another, our campus or other campuses of school sponsored events, the community, the environment, and the world around us. Students are expected to respect the property, the buildings and grounds of the school, as well as the property and lives of others. Failure to be a steward falls under the realm of an honor violation.

Threats of Violence

Students who express a desire to do harm to the school, its employees or fellow students will be asked to leave campus immediately, pending disciplinary action. Students who are found to have made threats of violence at school, including threatening to bring weapons to campus, will be subject to immediate administrative disciplinary procedures, including the possibility of permanent dismissal.

Disciplinary Procedures and Consequences

Note that this document reserves the right of the school to treat off-campus incidents as "behavior on campus" under certain circumstances.

The discipline system is used to monitor student accountability and is reviewed by the Dean, the Head of Upper School, the Head of School, the Upper School Faculty, and the Honor Council. Parents are expected to support the school in upholding the discipline system, which stems from the School Mission.

Disciplinary consequences for minor violations may include verbal reprimand, detention, service to the community, and/or letters of reflection. Major violations of school rules will result in a student appearing before the Honor Council, which may recommend changes in a student's status: conduct warning, conduct review, probation, or dismissal.

In general, disciplinary incidents may be divided into major and minor violations.

Minor Violations:

Examples include, but are not confined to, the following:

- dress code infractions (see "Dress Code" section)
- littering
- minor disruptive behavior
- irresponsible driving*

- being in the parking lot during the school day without permission
- minor disrespect for peers or adults
- patterns of lateness or excessive lateness
- significant portion of class missed (less than a class period)
- taking photos/videos of other members of the community without their knowledge or consent*
- foul language
- first instance of neglecting to sign in or out (assuming the reason for leaving campus is legitimate)

These behaviors will be addressed by individual staff or referred to the dean or the head of Upper School. Emails to parents, the student, and the student's advisor will serve as a means for documenting these infractions. (*this infraction could fall into minor or major violation depending on the circumstances)

Major Violations

Examples include, but are not confined to, the following:

- academic dishonesty
- personal dishonesty
- theft of any kind
- unexcused absences from class or school that exceed one class period
- leaving school grounds during the school day without permission or senior privileges
- repeated failure to sign out or improper sign out
- verbal or physical abuse or harassment of any kind--this includes on campus, off campus, or online
- casting the school, its employees, or other students in a negative light through the use of social media or other means of mass communication
- violations of the school's acceptable use policy for network and technology
- endangering the welfare of another student
- use, possession, or distribution of alcohol, tobacco, nicotine, or other controlled substance(s) or a delivery system for any of these
- inappropriate sexual behavior on campus
- unauthorized and unsupervised presence in an off-limits school location
- unauthorized possession of a school key
- vandalism, such as graffiti or destruction of property
- fighting
- weapons on campus
- criminal behavior
- unauthorized access to campus, any school buildings, or specific areas within buildings deemed off-limits to students.
- accumulated minor violations

These infractions will be referred to the dean and the head of Upper School for adjudication via the Honor Council. Note that CCDS makes no distinction concerning expectations for students at on-campus and off-campus events that are sponsored by the school, including sports contests, performances, school trips, dances, etc. Likewise, students attending events at other schools should be aware that their behavior at other schools' functions is subject to discipline upon their return to CCDS.

Honor Council

The Honor Council will hear disciplinary cases involving major school infractions and make recommendations to the head of Upper School and/or the head of school. It will work, through a program of Honor Education (school assemblies and class meetings facilitated by members of the Honor Council), to foster an atmosphere of trust and cooperation among students, faculty, and all other members of the CCDS community. There may be certain situations or circumstances whereby it is necessary for the head of Upper School to manage disciplinary matters without the involvement of the Honor Council (in cases where the circumstances of the case would serve to cause disproportional stress due to fundamentally private/personal/intimate issues). Such decisions are made at the discretion of the head of the Upper School and the head of school. The goal of the council is to continually promote the community's commitment to Honor as a core value. The Honor Council is expected to maintain total confidentiality with respect to Honor Council proceedings. (Any member of the Honor Council who is found to have compromised confidentiality will be removed from Honor Council and will appear before the council as a response to their breach.)

Accumulated Concerns

This applies when there are multiple documented minor infractions or there are concerns that a student is not behaving in a way that is consistent with the Culture of Character that individually would not find a student before the Honor Council, but when taken in their totality are equivalent to a violation of the Honor Code and/or Code of Conduct as they do not represent good judgement by failing to adhere to the common standards outlined in this handbook with regards to dress code, attendance, and other areas of personal judgement.

Honor Council Structure

- The chair of the Honor Council will be a member of the faculty selected by the head of Upper School in consultation with the dean. Honor Council chair's primary function is to serve as a facilitator during Honor Council hearings. The chair does not vote, except in the case of a tie.
- Four permanent faculty members and one alternate faculty member serve. Faculty members serving on Honor Council will be selected by the head of Upper School.
- Eight students serve (two from each grade level). With the exception of rising seniors, all student members will be elected annually. Rising seniors who served on Honor Council their junior year will automatically serve on Honor Council their senior year should they choose to do so. If a rising senior chooses not to serve, then the resulting opening will be filled by election. Students elect a student to Honor Council and faculty elect a student to Honor Council. It is not revealed who is chosen by which group.
 - At each hearing, typically ONE representative from each grade (9-11) is present and both seniors (only one senior has a vote; this vote alternates between the seniors back and forth with each case heard).

Honor Council Procedures

When a student commits a major school infraction, the teacher will initiate a conversation with the dean and student. The dean is responsible for gathering the information to be presented at the Honor Council hearing, ensuring that the parents and advisor are informed, and speaking with the head of Upper School. At the hearing, the dean presents the accumulated information to the council. The student and his/her advisor then enter the room and answers the council's questions to the best of their ability. The student is then dismissed; the advisor

may then be asked questions without the student present. After the advisor is dismissed the council works together to arrive at a recommended consequence. The dean is present for the discussion but only contributes to the conversation to answer clarifying questions.

Parents of students who are called before the Honor Council will be informed of the child's hearing in advance by phone call and will receive an email and letter mailed via USPS documenting the outcome of the hearing. Parents are not allowed to be present at Honor Council proceedings; the student's advisor (or another member of the faculty chosen by the student) will serve the role of advocate during the hearing.

Members of the Honor Council who have a conflict of interest with a particular case should ask to be excused from a hearing in which they don't believe they can issue an impartial judgement. Confidentiality of the Honor Council is of the utmost importance. A member of the council found to have violated the confidentiality expectation may be removed and face a hearing for the breach.

Students who go before the Honor Council are considered individually (even when multiple students may be involved in the infraction), and the Honor Council has flexibility in its recommendations.

Status

Honor Council cases are considered individually, and the council has flexibility in its recommendations. Each status comes with an end date, but, if the student goes before the Honor Council again, the previous status will be taken into consideration.

- **Conduct Warning:** Conduct Warning is the Upper School's lowest disciplinary status. Students on Conduct Warning may be required to meet regularly with the dean of students and may receive other consequences. Conduct Warning is not reported to colleges. Students on Conduct Warning may not serve on or run for Honor Council. Honor Council may recommend that a student step down from Peer Mentoring or Student Council.
- **Conduct Review:** Conduct Review, a more substantial disciplinary status than Conduct Warning, is assigned to students who commit a significant violation of the school's Honor Code or repeatedly commit low-level infractions that have reached a level that can no longer be considered minor. Any student placed on Conduct Review will be required to meet with the head of Upper School and will receive additional consequences. Conduct Review is not reported to colleges. Students on Conduct Review may not serve on Honor Council or run for Honor Council, Peer Mentoring, or Student Council. Honor Council may recommend that a student step down from Peer Mentoring or Student Council.
- **Conduct Restricted:** Restricted status is assigned to students who commit a most serious violation of the school's Honor Code or Standard of Conduct or repeatedly commit serious infractions over time. Any student placed on restricted status will be required to meet with the head of Upper School with their parents present. The student will also receive additional consequences. Students on restricted status may not serve on or run for Honor Council, Peer Mentoring, or Student Council.
- **Dismissal:** Upon recommendation of the Honor Council and/or the head of Upper School, the head of school may, if he feels it to be in the best interest of the student or of the school, dismiss a student from the school.
 - Students who have been dismissed from Country Day for threats of violence will not be considered for re-admission.

Consequences

The following are examples of some of the most common/significant disciplinary responses. This is not an exhaustive list, and Honor Council or the school may exercise discretion in developing consequences that they believe better address the nature of a particular infraction, including loss of leadership roles or the ability to participate in co-curricular or extra-curricular events and trips. Many of these responses may also include a letter of reflection or other personal work to address the infraction.

- **Academic Consequences:** Students who have committed an act of academic dishonesty will receive an academic consequence in the course in which the dishonesty occurred. This can be a significant reduction in the grade for the assignment or course and can include a 0 being issued as the grade on the specific assignment.
- **Work Detail/Service to Community:** A work detail is the response to many minor infractions and may be assigned by the Dean or through an Honor Council recommendation. The length of a work detail can be from one to four hours, and the work is in service to the school. Multiple referrals for Service to Community may warrant an appearance before the Honor Council.
- **Detention:** Students may not bring tablets or other electronic devices to detention and are expected to work productively as assigned, either on school work or on clean-up duties for the Upper School. Multiple referrals for detention may warrant an appearance before the Honor Council.
- **Day of Detention:** Day of Detention runs from 8:15 a.m. until 3:15 p.m., and it removes the privilege of attending classes, free periods, and lunch with peers. In addition, a student must leave campus at the end of the school day, regardless of extra-curricular commitments. Students will work in isolation and will take tests and quizzes and work on class assignments during the detention.
- **Suspension:** Suspension is reserved for very serious situations as a possible alternative to dismissal. Any student who is suspended is isolated from the school community; the detention may be served either on or off campus, at the school's discretion. Suspension requires that the student reassess his/her commitment to continuing as a member of the community; suspensions are served out of school. During the period of suspension, the student is not allowed to participate in or to be a spectator in the academic or extracurricular life of the school without the specific permission of the Upper School Head. Suspended students are responsible for all schoolwork assigned while they are suspended. **Suspension is reported to colleges.**
- **Dismissal:** Upon recommendation of the Honor Council and/or the head of Upper School, the head of school may, if he feels it to be in the best interest of the student or of the school, dismiss a student from the school.

Policy on reporting Discipline to Colleges

It is school policy that college counselors report all suspensions from school. Students, for their part, should answer all such questions truthfully. It is also school policy to report suspensions that occur during the senior year after the student has applied to college and before the student has graduated.

STUDENT LIFE

Advisors

Each advisor strives to address the individual student's overall needs and concerns. The advisor not only takes a special interest in a student's academic progress, but also is particularly attentive to an advisee's well-being as a member of the school community. Advisors are individuals whom both students and parents can go to with their concerns. If a parent or student does not know where to bring a particular concern, the advisor is a very good place to start. Advisors will track the academic progress of their advisees and communicate with parents. Advisors monitor progress toward meeting graduation requirements and keep teachers informed of special circumstances. Advisors will work with the head of Upper School, learning specialists and teachers to arrive at appropriate accommodation plans for students who require accommodations.

Attendance Policy

Any student who is not at school will be marked "Absent", regardless of the reason for the absence. Absences are documented on student report cards. Attendance that falls below 90% in any given academic course for the semester could result in the student not receiving credit for the course. The school does not distinguish between "Excused absence" and "Unexcused absence" when documenting and reporting attendance, and the school reserves the right to determine the legitimacy of a student absence.

- When a student will miss school (late arrival, full day absence, or early dismissal) a parent/guardian must call the Upper School attendance line (513-979-0110) or email the Upper School office (usoffice@countryday.net). Calls or emails from students are not accepted.
- Students may miss classes for school-sponsored events and religious observances. It is not necessary or appropriate for non-seniors to visit colleges when Upper School is in session. Parents are asked and expected to make every effort to schedule doctor, dental or other appointments so they do not conflict with class time. If this is impossible, an accompanying note from the doctor or dentist is required. Parents are expected to arrange family vacations at times that do not interfere with class time.
- Students who need to leave campus during the school day must sign in and out in the Upper School office and need express parent permission in the form of an email, phone call, or note to the Upper School office.
- To be eligible to participate in any extra-curricular activities (athletics, drama, etc.), students must arrive at school no later than the start of the 10:00 a.m. and remain in school the rest of the day. Students leaving school and missing classes without prior permission will not be permitted to participate in extra-curricular activities.
- Whenever a student feels unwell and wants to leave school before the end of the academic day, they must visit the school nurse before contacting a parent(s). Any student who leaves school during the academic day because they are unwell may not return to participate in after-school activities (this includes attending games and theater performances). Extended medical absences of three days or more should be supported by a note from a physician. The school will work with each family individually in the event of an extended absence. It should be noted that Country Day does not offer a remote learning option for regular absences or to accommodate travel.
- Students arriving at school after 8:20 a.m. must sign in with the Upper School office, regardless of the reason for lateness. Students arriving tardy to school receive a single point on their attendance record. Acquiring four points earns a student a detention. Habitual offenders will be subject to further disciplinary action.

- A late arrival to school accompanied by a note from the doctor, dentist, or professional does not fall under the heading of Tardy and does not merit any points on the attendance record.
- Students must arrive on campus before 10:00 a.m. to be eligible to participate in any after school extra-curricular activities.
- If parents will be away or are unavailable, they need to communicate alternate guardians for the interim.
- CCDX Week is a mandatory week of classes. We expect students to be present, positive, and productive contributors to the week. CCDXfest on the final day is the culminating event and an expectation for all students.

Busing

Bus service is available to eligible students in the following school districts:

- | | |
|--|-----------------------------|
| • Indian Hill | • (513) 272-4531 |
| • Kings Mills | • (513) 398-8050 ext. 10024 |
| • Madeira | • (513) 561-1366 |
| • Mariemont | • (513) 527-3421 |
| • Milford | • (513) 575-1563 |
| • Northern (Mason, West Chester, etc.) | • (513) 979-0220* |
| • Sycamore | • (513) 686-1785 |

*Country Day provides private paid transportation for students in these areas through Peterman.

Country Day notifies a public school district of a student's enrollment for the year as soon as the enrollment contract and deposit are received. Parents should contact the district transportation office directly to arrange for their child's transportation and to obtain the details of pick-up and drop-off times as well as the appropriate routing paperwork. All routes and availability of transportation are subject to change or elimination by the public school district at any time. Country Day is not responsible for changes or eliminations. Guest riders will not be permitted. To help facilitate the organization of carpools, Country Day will provide lists of families who reside within a designated zip code range.

Clubs

Upper School offers a wide variety of extra-curricular activities that further enhance our students' eclectic interests. Whether it is a student government position or a role in our many publications, our formal clubs and activities are student generated and student run. With the support of our faculty, students are able to take their interests and share them with their peers through the creation of a special interest club. These opportunities allow our student body a chance to sample experiences that they might otherwise not be able to attempt. Any club, event or class activity purchase (t-shirts, etc.) must be fully funded with final approval received from the club advisor prior to purchase.

Creating a new club involves a conversation with the faculty members (Ms. Wilson and Sra. Castro) who oversee our clubs program. The club's purpose and leadership must be established before the club can be officially added to the school's list of clubs.

College Counseling

The goal of Cincinnati Country Day School's College Counseling program is to help students matriculate at a college where they will prosper and from which they will emerge well-prepared to lead productive and satisfying lives. The following is a general overview of our program:

- Freshman Year
 - Financial Aid information night in November, open to all parents
 - Optional student/parent meetings in May and June to help plan the student's sophomore year

- Sophomore Year
 - All sophomores take the PSAT for practice in October
 - Sophomore parent and student college information sessions in March give overview of college counseling program
 - Individual student/parent meetings in March and April to plan junior year curriculum, summer experiences, and begin to explore college options
 - Free Practice ACT on faculty professional development day in April, recommended for sophomores

- Junior Year
 - Junior student/parent information sessions in early September to prepare for interaction with college visitors to our campus
 - College financial aid information night in October, open to all parents
 - Juniors meet with college representatives who visit campus virtually or in person in the fall
 - All juniors take the PSAT in October and school-day ACT in October
 - Individual meetings between juniors and their counselors begin in January, followed by family meetings with college counselor in January and February. Formulate college list and plan summer experiences.
 - Junior college night for parents in January
 - Junior college counseling classes once a week Late January through April, including Meyers-Briggs career aptitude testing, interview practice, creation of resume and junior reflection. Interview practice
 - Juniors visit colleges during spring break and summer months, making sure to interview where possible
 - Additional rounds of standardized testing (SAT and/or ACT) during junior year

- Senior Year
 - Attend mandatory senior college essay and application workshops in August
 - Senior college night in September for parents and students
 - Senior college counseling classes once a week throughout fall to work on essays and applications
 - Seniors meet with representatives of colleges visiting campus in the fall
 - Seniors meet regularly with college counselor during the fall
 - College financial aid information night held in October, open to all parents
 - Complete and mail applications before winter break
 - Complete standardized testing

Gender/Sexuality Diversity

CCDS aims to provide an environment that is safe and supportive for all students, including those who identify as straight, gay, bisexual, and transgender or gender non-conforming. If a student wishes to have accommodations made that are not currently provided at school, they should see the head of Upper School or the head of school.

Library

The Upper School and Middle School library serves to support student learning by providing many different resource materials. It is also a place for students who wish to work diligently in a quiet environment. Students may work in small groups of up to four at the library tables. The study carrels throughout the third floor are for silent individual work. Items from the library collection must be properly checked out with the librarian in person or via a Teams message. As with other areas of the Upper School, cell phones are not to be used in the library during the school day.

Lockers

Each student is assigned a locker on the first day of school. Students must use the locker assigned to them. Lockers are the property of Cincinnati Country Day School and may be inspected by any authorized school official at any time. Students should not deface (internally or externally) lockers with any adhesive material or marks made with markers or paint. At the end of the academic year all lockers will be emptied by the school and any remaining items will be disposed of. CCDS is not responsible for the contents of the student lockers.

Medical Leave

There are times when CCDS must respond to a serious health condition or life-threatening behavior. In such incidents, CCDS may support a student by requiring time away from School or the implementation of a modified School program. Re-entry protocols will include, but are not limited to, documentation from a health care provider that the student is strong enough to return to school and the risk of relapse is low. The health care provider will also outline any specific recommendations for or limitations to the student's program. Re-entry plans will be developed with the division head, Support Services, the student, and the student's parents. The school nurse, deans/team leaders/lead teachers, physicians, and advisor may also be called on to develop and support a re-entry plan.

Posting of Information/Posters/Flyers

Any student who would like to publicize something on lockers or on Upper School surfaces or otherwise inform the community of an upcoming event by posting flyers or other information around the Upper School building must see the dean of students for guidance and approval. Information can only be posted on the notice board space or on silver columns. Students may provide an announcement for the web portal to Ms. DiTullio in the Upper School office. No flyers or posters may be placed on the main entrances to the building. Further, flyers should not be taped to painted walls. Anything attached to student lockers should be attached magnetically.

Printers

Printers for student use are available in the Upper School and lower Upper School atrium space, at the information center by the Help Desk, and in the science hall on the first floor.

Private Music Lessons

The school offers individual instruction in piano, violin, and other select instruments. Lessons are offered to students in pre-school through grade twelve during the school day and after school. Enrollment and fees for music lessons are by the semester. Make-up lessons due to family trips, school field trips and school closings are not scheduled. Payment for the lessons is treated as tuition and is nonrefundable. For a current list of private music teachers, lesson rates or to enroll your child in music lessons for the current school year, please call the CCDS Business Office or visit the school website.

School Closings

School delay/closing information will be posted on our website and social media as well as sent in a One Call phone message and via email. CCDS does not list delay/closing information on television or radio.

Security

The safety and security of every child is a priority at Cincinnati Country Day School. Planning and procedures are designed to prevent situations that could compromise our students' safety. Preparations to ensure all reasonable precautions have been taken, and building entrances are secure. All doors are kept locked during the school day and students are instructed not to open doors for anyone. Parents' help in providing a safe and secure school building is greatly appreciated. Please plan to use only the designated office doors of the Middle School building. We ask you to please contact the Division Head to alert the school to potential problems or concerns. In addition, contingency plans with the Indian Hill Rangers are in place should we ever need them. To provide additional safety, CCDS has placed security cameras around the campus.

Service Learning

Ninety hours of community service are required for graduation. All hours require a completed verification form signed by an onsite supervisor. Hours are logged as "Volunteer" or "Service." Up to thirty "Volunteer" hours are counted toward the ninety hours required for graduation. The remainder of required hours (60) must be "Service" hours to underserved populations. Students have access to a One-Note notebook with further details.

Student Guests

Students who would like to bring visitors to school must make arrangements in advance with the head of Upper School. Guests should check in with Upper School office and are expected to abide by school rules.

Student Health

Cincinnati Country Day School employs a full-time nurse on campus. The nurse can be contacted directly by dialing (513)979-0250.

Students will be sent to the nurse immediately for the following if it should occur:

- All injuries pertaining to the head (even the minor ones)
- Major cuts and bruises
- Noticeable symptoms of illness (i.e. vomiting, flushed, fever, etc.)

Incidents requiring basic first aid will be addressed and referred to the nurse at the teacher's discretion. In an emergency, 911 will be called immediately.

Administration of Prescription and Non-Prescription Drugs, Herbs, or Supplements

A school nurse, head of school, division head, or his/her designee (teachers and coaches) may administer medication to pupils in his/her school according to the following guidelines:

- Students are **not** permitted to carry any medication (prescription or over the counter) except inhalers, epi-pens, and insulin pumps.
- Medication orders (available from our website) need to be renewed each school year. The parent/guardian will inform the nurse if medication is changed or discontinued throughout the year.
- The parent/guardian shall sign an authorization and release for administering prescription and nonprescription medication as well as herbal or supplements at school. The authorization and release form must also be signed by the licensed provider (physician, dentist, or CNP) before school personnel can administer medication.
- All medication will be kept in the school nurse's office stored in a locked cabinet, except refrigerated medications which will be in the locked medication refrigerator in the nurse's office.
- The school nurse, administrator, or designee will administer the medication to students in accord with the licensed practitioner's written instructions.
- In all cases, the parent must assume responsibility for the safe delivery of the medication to the school. All medications must be in the original containers, clearly marked by the pharmacist or manufacturer. All labels must be in English.
- Labeling must include: Student name, name of the medication, dosage, route of administration, the time interval of the dose, pharmacy number (if prescription), licensed practitioner's name and telephone number.

The CCDS school nurse will complete an Accident/Illness Report to document minor accidents or illnesses that might need clarification. If an Upper School student should become sick or injured at school, the school nurse will evaluate the student. If it is necessary for the student to go home, the nurse will notify the parent(s) by phone prior to the student leaving campus. **No student will be sent home without the notification of parents.** The nurse will communicate with the Upper School office when a student has been dismissed due to illness.

Child Abuse or Neglect

Cincinnati Country Day School recognizes the obligation of the school and its employees to report child abuse or neglect to the appropriate authorities. We also acknowledge that such reporting is **mandatory and must be done immediately in accordance to Ohio Law 2151.421**. Victims of abuse or neglect may be too young to share with others or too frightened or ashamed to reveal the identities of those responsible for the abuse or neglect. We take our role seriously in helping to address abuse and neglect and will act accordingly. (See Appendix)

Communicable Diseases

Our policy asks that contagious children stay at home to recover until symptoms have subsided and student is feeling better.

- Conjunctivitis (Pinkeye) – A student with either viral or bacterial conjunctivitis will be sent home. The student may return to school when the eyes are clear after antibiotic treatment has begun.
- Head Lice – A student must be treated with pediculicidal shampoo, and they can return to school once all nits (lice eggs) have been removed from the hair.
- Fever – Temperature of 100°F or above. Student may return to school if there has been no fever in the preceding 24 hours.

- Mononucleosis – A student may return after acute symptoms have disappeared. Please inform the school of any physical restrictions on activities.
- Strep Throat – A student may return to school 24 hours after antibiotic treatment has begun and if there has been no fever for the preceding 24 hours.
- COVID-19 – Please see the school’s comprehensive set of procedures and protocol on the school’s website.

Concussion Protocols and Return to Learn

The school provides a framework for students who have suffered a concussion and the guidelines for recovery and returning to full academic work expectations. **The Academic Framework** (see appendix) is a guideline to school accommodations, but adaptations may be needed based on individual cases. The focus of the academic framework is on the student’s return to class and completing academic work and is separate from **Return to Play Protocols** (see appendix) for physical activity. Return to physical activity and athletic participation will not be allowed until Step 5 and only after Return to Play Protocols have been completed. A student will not be allowed or expected to participate in athletics until academic recovery protocol has been completed.

Any student recovering from a concussion as diagnosed by a qualified medical personal is required to have their doctor complete the **Physician (MD/OD) Recommended School Accommodation Following Concussion form** (see appendix). All complete forms should be returned to student’s division head in order to create a personal accommodation plan using Concussion Protocol: Academic Framework.

The entry step for any student recovering from a concussion will be based on Physician (MD/OD) Recommended School Accommodation Following Concussion form.

ATHLETICS

Varsity/JV Teams

The Cincinnati Country Day School Athletic Department offers a wide variety of opportunities at both the varsity and junior varsity levels. The program prioritizes sportsmanship and respectful competition, preparedness, participation, and striving to win. Participation is voluntary. The following teams are offered in Upper School:

- Fall
Cross Country, Boys and Girls
Football, Boys
Golf, Boys (Varsity and Junior Varsity) and Girls (Varsity)
Soccer, Boys (Varsity and Junior Varsity) and Girls (Varsity and Junior Varsity)
Tennis, Girls (Varsity and Junior Varsity—if numbers merit JV)
Volleyball, Girls (Varsity and two Junior Varsity teams)
Cheerleading
- Winter
Basketball, Boys (Varsity and Junior Varsity—possibly two JV teams) and Girls (Varsity and Junior Varsity)
Gymnastics, Girls
Swimming, Boys and Girls
Wrestling, Boys
Cheerleading
- Spring
Baseball, Boys (Varsity and Junior Varsity—if numbers merit JV)
Crew, Boys and Girls
Lacrosse, Boys (Varsity and JV) and Girls (Varsity)
Softball, Girls
Tennis, Boys (Varsity and Junior Varsity)
Track, Boys and Girls

Athletic/Activities Eligibility

- To be eligible to participate in any extra-curricular activities (athletics, drama, etc.), students must arrive at school no later than 10:00am and remain in school the rest of the day. Students leaving school and missing classes without prior permission will not be permitted to participate in extra-curricular activities.
- Students must pass five credit bearing courses for the quarter in order to be eligible to play athletics for the next quarter. Eligibility is based only on quarterly performance, not cumulative performance. Eligibility or ineligibility for a quarter begins on the fifth day of the new quarter. A grade may be changed during the first five days of the new quarter, and the change will count for eligibility. If a grade is changed after that time (and there are occasions when this is allowed), the change will have no impact on eligibility. Incomplete grades may be made up, but students will be ineligible to play athletics as long as that incomplete grade causes the student to have passed less than four classes for the quarter.

Missing Classes for CCDS Athletics

Students rarely miss classes due to athletic events. If they do miss classes, they are responsible for the material that was covered during the missed class.

NCAA Eligibility

Students wishing to participate in college athletics in either Division I or Division II need to be aware of the NCAA minimum requirements for eligibility. Students must achieve a 2.0 grade point average in 16 core courses over their high school career. Anyone concerned about minimum requirements should contact the College Counseling Office and the Athletic Director by the beginning of the student's junior year, at the latest.

EMERGENCY PROCEDURES

Fire

When the fire alarm sounds, students/faculty/staff should wait, briefly, to become aware of the surroundings and then leave the building in a quiet and orderly manner by the nearest exit. Whenever there is a faculty member present, students should follow the direction of the faculty member. Doors and windows should be closed and lights and appliances turned off. Students should proceed to the Carey Family Amphitheater and stand by grade level groups. Attendance will be taken by the class advisors and other faculty members. Attendance is turned in to the Upper School office assistant. Students and faculty may re-enter the building upon instruction of the lead administrator.

Security Drills: Lock in Place, Full Lockdown

Security drills are meant to keep students and faculty out of danger should a security issue arise on the campus until police would respond. In accordance with best practices, our students and faculty have training in these drills, but we do not publish our protocols in the student handbook.

Rendezvous Point

The school maintains a rendezvous point for gathering when it is necessary to evacuate the building. Students/faculty/staff are all trained in ways to reach this location.

Severe Storm/Tornado

When the warning signal is given, students should go to the basement hallway and sit quietly on the floor, with their backs to the wall and their heads covered. Windows should be partially opened, but doors should be closed and appliances turned off. If students are on the athletic fields, they should follow the coach's direction.

APPENDICES

Appendix A: Acceptable Use Policy

Appendix B: Bullying and Harassment Policy

Appendix C: Child Abuse and Neglect Policy

Appendix D: Concussion Protocol: Academic Framework

Appendix E: Concussion Protocol: Form for Physician

Appendix F: Diversity Statement

Appendix G: Enrollment/Withdrawal

Appendix H: FERPA

Appendix I: Forms Information

Appendix J: Non-Discrimination Policy

ACCEPTABLE USE POLICY

Expectations

Computing at CCDS, whether on a personal or school-owned device, is to be used for educational purposes that serve the school's mission. Community members are expected to follow the school's culture of character guidelines when working in gray areas not covered explicitly by the rules. All community members are expected to contribute to a safe, stable, and productive computing environment.

We expect that community members will be thoughtful and use good judgement when online. Community members should consider their personal reputations and the feelings of other members of the community before sending or posting. **Before posting anything students should ask themselves: Is it true? Is it helpful? Is it kind? Would I say this to the person's face?** If the answer to any of those questions is no, students should refrain from posting.

We expect students will adhere to the school's policy on Interpersonal Relationships as outlined in the handbook in online communications and representations and will refrain from bullying, harassing, or hazing others via electronic communication of any kind. This includes, but is not limited to, "sexting," the action or practice of sending sexually explicit messages, photos, or videos via online communication.

We expect that community members understand that all electronic communication is permanent and becomes part of their digital footprints that will follow them for the rest of their lives. Community members should guard their personal information while online and assume that everything they do electronically can be seen by the entire world. It has been said, "when you post, you publish."

Inappropriate Behavior

The school's culture of character guidelines extend to the electronic world including all forms of social media. The time of day, account, location, or device are irrelevant when a post affects the safety, well-being, or reputation of community members or substantially interfere[s] with the work of the school or impinge[s] upon the rights of other students.

- Students will be subject to disciplinary action if they...
 - harass or bully others.
 - steal or borrow intellectual work.
 - access, send, or store inappropriate materials.
 - disrespect teachers by "multitasking" during class (emailing, engaging in social media, doing homework, etc.)
- Students will not portray themselves, the school, or anyone associated with The School in a manner that is in conflict with the school's policies and practices that concern respect, honesty, and integrity and the general standards for community behavior.
- Students will not play games or watch entertainment videos during the academic day (unless associated with a class).
- Students will not access or use other people's accounts, computers, or folders, nor borrow computers or computer accessories without express permission from the owner.
- Students will not plagiarize. Electronic resources make it easy to use others' work. Using the work of others without giving them the credit, even if they say it's okay, is plagiarizing. Don't ask others for their homework. Don't cut and paste from the web without full citation.
- Students will not break copyright law by using unlicensed software or pirating audio or visual materials.

Student Requirements by Virtue of our Network and Program:

- **Check CCDS accounts (Email, HW portal, etc.) daily.** Students are expected to do so, just as they will be in every professional situation after graduation.
- **Be aware of the distractions that your digital devices can present.** Students are members of an amazing learning environment that extends far beyond the classroom walls. CCDS has placed the world at students' fingertips, but given this "constant connectivity," students need to make a conscious effort to limit distractions to improve productivity. This is an essential skill in today's world. The business of school is to do well in classes and flourish in an academically rigorous program that prepares you for college and beyond.
- **Take care not to neglect or abuse your tablet PC.** Penalties are significantly increasing for both, since they drain our resources, and there are limited replacements for major accidental damage. Lock up tablets when they are not in use, and do not leave them unattended. Do not remove bump cases and do carry them in the school-supplied bags, as these are requirements of our extended warranty. Students must avoid situations where tablet PCs will get damaged, stepped on, cracked, etc.
- **Return loaners promptly and treat them with respect.** They are CCDS property, and it's the only way to ensure they will be available when students need them. Students may be charged for damage to CCDS-owned loaner computers.
- **Back up your work.** Students must have OneDrive sync client installed and in working order. This offers secure backup and streamlines collaboration between teachers and other students. If a student computer has a critical failure, OneDrive ensures that all files will be safe and easily synced to the student's replacement device. Every user at CCDS has at least 1TB of storage.
- **Do not load non-standard software or plug-ins that will affect the functioning of a machine.** Tablet PCs will be reimaged if they cannot handle your academic computing needs.
- **Do not use a computer as an excuse.** Save often. If a machine fails at home, do the work on paper or in some other way. Just get it done.

System Monitoring

Users acknowledge should understand and acknowledge that they do not have a reasonable expectation of privacy with regard to the use of the school's system. The school may conduct direct searches of data and/or tablet PCs when there is a reasonable suspicion that electronic resources have been misused, policy has been violated, or when routine maintenance and monitoring of computers and the network reveal possible violations of policy. The school may cooperate with legal authorities and/or third parties in the investigation of any suspected or alleged crime or civil wrong. Cincinnati Country Day School may also on occasion access, read, copy, reproduce, print, retain, move, store, destroy and/or disclose information, including files, messages or documents stored in or sent over the System. Teachers and administrators have the ability to monitor use while on campus during school hours.

Print Name: _____

Advisor: _____

Signature: _____

Date: _____

BULLYING AND HARASSMENT POLICY

CCDS is a caring, supportive community that provides opportunities for intellectual growth and personal development for every individual. The school's clearly defined structure emphasizes respect for all members of the community and yet allows informality. As a school that builds a broad-based community and encourages close friendships within that community, we find a need to clarify our position on harassment.

Inappropriate behavior in any form that disregards the self-esteem of others is unacceptable. CCDS will not tolerate harassment or bullying of any kind, especially forbidden by law and based on race, gender, religion, sexual orientation, age, national origin, color, or physical or mental disability. By definition, **bullying is deliberate, repeated harm inflicted by one or more toward another based on who is unable to effectively defend him or herself.**

Harassment is any unwanted or unwelcome verbal, written, or physical conduct that has the purpose or effect of unreasonably interfering with a student's ability to study or learn or creating an intimidating, hostile or offensive school environment. Harassment includes an assertion of power over or against another person and may include, but is not limited to the following:

- demeaning comments such as verbally directed comments at the person, or indirect comments such as spreading rumors, posting demeaning comments online or through e-mail
- hazing, stalking, threats, or other intimidating conduct
- uninvited or unwanted physical contact
- display of explicit, offensive, or demeaning material
- pressure to buy or use alcohol, or drugs
- sexual harassment (see below)
- cornering, hovering, or otherwise causing a person to feel threatened by physical proximity
- coercing another person to perform demeaning, humiliating, or dangerous acts
- exclusion of another person from activities conducted on school grounds, or that are school-related or from physical areas of the school building. Including but not limited to, tables in the dining terrace, areas in the Middle School commons, activities on the Pad or in the gymnasium.

Cyber-bullying is defined as any act of communicating or causing a communication to be sent by mechanical or electronic means, including posting statements on the internet or through a computer or email network, disseminating embarrassing or sexually explicit photographs; disseminating private, personal, false or sexual information, or sending hate mail, with no legitimate private, personal, or public purpose, with the intent to harass, annoy, threaten, abuse, taunt, intimidate, humiliate or otherwise inflict significant emotional harm on another person. It includes, but is not limited to, e-mail, instant messages, text messages, internet postings on any social media platform.

Harassment is defined as any unwanted or unwelcome verbal, written, or physical conduct that has the purpose or effect of unreasonably interfering with a student's ability to study or learn or creating an intimidating, hostile or offensive school environment.

- CCDS strives to create a school environment that is free of any form of harassment. Accordingly, CCDS will not tolerate any form of harassment by staff or students. In addition, students have the responsibility of not engaging in conduct that is unwelcome or offensive to others.
- All complaints of harassment will be investigated by the division head or his/her designee. Depending on the nature of the offense, disciplinary action ranging from counseling to suspension or dismissal may be taken.
- Any student and/or a designated representative has the right to file a complaint regarding an alleged incident of harassment that has occurred in school, on school property, or while participating in a school-sanctioned curricular or extracurricular outing.
- Any student (or parent or legal guardian of a student) who feels that he/she has been a target of harassment in school, on school property, or while participating in a school sanctioned curricular or extracurricular outing should report the incident promptly, orally, or in writing, to a school staff member, preferably the division head.
- Students are encouraged to report harassment that they experience or witness. Any school staff member who receives a harassment complaint should report it immediately, orally, or in writing, to the division head.
- All complaints will be handled promptly and in a manner appropriate to significant disciplinary infractions. While an isolated incident may not constitute harassment, CCDS desires to provide appropriate intervention and/or disciplinary measures to reduce or eliminate harassment and its negative effects on individuals.
- Retaliatory action may not be taken against a complainant or any witness who participates in an investigation. Such action will result in severe sanctions against the retaliator.

Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal, physical and non-physical conduct of a sexual nature.

Any student who believes he/she is a target of harassment, bullying, cyber-bullying should report the incident orally or in writing to the head of Upper School or dean of students. A harasser is subject to immediate discipline, which may include dismissal.

CHILD ABUSE POLICY

Cincinnati Country Day School recognizes the obligation of the school and its employees to report child abuse or neglect to the appropriate authorities. We also acknowledge that such reporting is **mandatory and must be done immediately in accordance to Ohio Law 2151.421**. Victims of abuse or neglect may be too young to share with others or too frightened or ashamed to reveal the identities of those responsible for the abuse or neglect. We take our role seriously in helping to address abuse and neglect and will act accordingly.

This will be accomplished by using the following procedure:

1. The employee should report suspected abuse or neglect to Ohio Child Protective Services or Indian Hill Rangers. Such employee should do so in the presence of the employee's supervisor or school psychologist if that person is immediately available.
2. The reporting employee will complete a written document of any observed or suspected indications of possible abuse or neglect.
3. The employee that makes a report to CPS or Law enforcement should immediately notify the division head or psychologist in the division in which the student is enrolled. The psychologist will also notify the division head. The division head will then contact the head of school.
4. Cincinnati Country Day School expects and requires all employees, especially those who work in school curricular and extracurricular programs that are directly and immediately involved with children, to be vigilant about recognizing and reporting signs of child abuse and neglect.
5. Critically, the obligation to report exists regardless of who the accused may be.
6. Cincinnati Country Day School expects and requires that the report also be made regardless of when the suspected abuse or neglect is claimed to have occurred if it relates to the Country Day community (e.g. even if it happened longer than a year ago).

Penalty for Not Reporting:

Persons who knowingly fail to make a required report of child abuse commit a Class B misdemeanor. Therefore, a person should always err on the side of reporting, as opposed to not reporting. A person having "reason to believe" a child is a victim of child abuse or neglect must make the immediate oral report as described to shield himself or herself from criminal liability. Failure to report will also lead to disciplinary action from CCDS, up to and including termination of employment.

Cooperation with CPS and Local Law Enforcement:

Any criminal investigations of suspected incidents of child abuse or neglect will be accorded the complete and willing assistance of the appropriate CCDS personnel. As a precautionary measure, an accused employee may be placed on administrative leave pending the investigation of the claim and/or the completion of any legal process.

Child abuse or neglect may be reported to the **Ohio Department of Job and Family Services HOTLINE: 855-O-H-Child ((855) 642-4453)**. *The hotline serves as the central reporting center for all allegations of child abuse or neglect in the State of Ohio. It is available 24 hours a day, 7 days a week, 365 days a year.*

CONCUSSION PROTOCOL: ACADEMIC FRAMEWORK

The following provides a framework for students who have suffered a concussion and the guidelines for recovery and returning to full academic work expectations. The Academic Framework outlined below is a guideline to school accommodations, but adaptations may be needed based on individual cases. The focus of the academic framework is on the student's return to class and completing academic work and is separate from **Return to Play Protocols** for physical activity. **Return to physical activity and athletic participation will not be allowed until Step 5 and only after Return to Play Protocols have been completed. Student will not be allowed or expected to participate in athletics until academic recovery protocol has been completed. Any student recovering from a concussion as diagnosed by a qualified medical personal is required to have their doctor complete the Physician (MD/OD) Recommended School Accommodation Following Concussion form.** All complete forms should be returned to student's division head in order to create a personal accommodation plan using Concussion Protocol: Academic Framework.

The entry step for any student recovering from a concussion will be based on Physician (MD/OD) Recommended School Accommodation Following Concussion form.

Step 1 – No School

Physician recommends:

Student be placed on full brain rest and body rest as possible

CCDS Academic Expectations:

The school expects no academic work will be completed during Step 1. Students should not be completing any work in any form including screen time, reading, or writing. Students are expected to be focused entirely on rest and recovery.

Step 2 – No School Attendance but Not on Full Rest Protocol

Physicians Recommends:

Student remain at home with limited strain on brain or body.

CCDS Academic Expectations:

The school expects none or little academic work completion but will provide assignments which do not need to be completed using screens. These assignments may be adjusted as possible. Students may work on assignments for short periods of time as long as they are not feeling any symptoms. Teachers will prioritize material and eliminate any non-essential work when possible or adjust assignments.

Step 3 – Partial Return to School

Physicians Recommends:

Student return to limited school participation based on concussion symptoms.

CCDS Academic Expectations:

The school will recommend a time period for attendance based on the student's schedule with a focus on attending core classes. Classwork should be adjusted to limit or eliminate any screen time. Assignments may be adjusted as possible. Students may work on assignments as long as they are not feeling any symptoms. Teachers will prioritize material and eliminate any non-essential work when possible or adjust assignments to allow shorter periods of work from student. Accommodations for water bottles, snacks, light protection (sunglasses/hats), breaks and periods of rest will be allowed

when needed. No activities or classes involving physical activity will be attended. No tests, quizzes, or projects are expected to be completed during this step.

Step 4 – Full Day Attendance with Accommodations

Physician Recommends:

Student returns to full academic participation with accommodations based on remaining concussion symptoms.

CCDS Academic Expectations:

The school will expect full attendance of academic classes as symptoms are not active. Classwork/assignments may be adjusted when necessary or possible. Students may be expected to take quizzes or test with accommodations but will not be expected to have more than one major assessment per day. Larger test may be broken up into sections when possible or needed. Screen time may be limited as needed. Accommodations for water bottles, snacks, light protection (sunglasses/hats), breaks and periods of rest will be allowed when recommended. Student will not participate in any physical activity.

Step 5 – Full Attendance and Expectations

Physician Recommends:

Student return to full academic expectations as long as symptoms are not present.

CCDS Academic Expectations:

Full participation in all academic classes and curriculum. Teachers and students should meet to plan completion of any necessary work that was missed with a focus on reducing stress. Student will not participate in any physical activity until cleared by physician or trainer who will follow **Return to Play Guidelines**.

Physician-Recommended School Accommodation Following Concussion

Patient Name _____	Date _____
I, _____, give permission for my physician to share the following information with my child's school and for communication to occur between the school and my physician for changes to these recommendations.	
Physician's Name _____	
Contact Information _____	
Physician's Signature _____	
Date _____	
Patient will be reevaluated of these recommendations in _____ weeks.	

Area	Requested Modifications	Comments/Clarification
Attendance	<input type="checkbox"/> No School <input type="checkbox"/> Partial Day as tolerated by student <input type="checkbox"/> Full Day as tolerated by student	
Visual Stimulus	<input type="checkbox"/> Limited Computer, TV screen, bright screen use <input type="checkbox"/> Allow handwritten assignments (as opposed to computer) <input type="checkbox"/> Allow Student to wear sunglasses/hat in school; seat student away from windows and bright lights <input type="checkbox"/> Reduce brightness on monitors/screens	
Academic Work	<input type="checkbox"/> Simplify Tasks (3 steps) <input type="checkbox"/> Short Breaks between tasks <input type="checkbox"/> Reduce overall amount of in-class work <input type="checkbox"/> Prorate workload/eliminate non-essential work <input type="checkbox"/> No homework <input type="checkbox"/> Reduce amount of nightly homework _____ min per class; _____ min maximum per night <input type="checkbox"/> Will attempt homework but stop if symptoms occur <input type="checkbox"/> Extra tutoring/assistance requested <input type="checkbox"/> May begin make-up of essential work	
Testing	<input type="checkbox"/> No Testing <input type="checkbox"/> Additional time for testing/ untimed testing <input type="checkbox"/> Alternative testing: Oral delivery of questions, oral response, scribe <input type="checkbox"/> No more than one test a day <input type="checkbox"/> No standardized testing	
Educational Plan	<input type="checkbox"/> Student is in need of a Learning Action Plan (for prolonged symptoms lasting >3 months, if interfering with academic performance)	
Physical Activity	<input type="checkbox"/> No physical exertion/athletics/gym/recess <input type="checkbox"/> Walking in PE/Recess only <input type="checkbox"/> May return to play following OHSAA Return to Play protocol	

DIVERSITY STATEMENT

Diversity is an educational imperative because it is pivotal to the intellectual, social and moral growth of the child. Diversity brings richness and meaning to life. Students, parents, faculty and administrators of different backgrounds, perspectives and talents contribute to a varied and comprehensive learning experience. Consequently, a partnership between the home and school is essential for the full development of each student. We accomplish our educational mission when our community honors the contributions of all peoples, and explores, respects, and celebrates differences while recognizing common goals, principles and beliefs.

As a member of the National Association of Independent Schools, CCDS adheres to the *Principles of Good Practice for Equity and Justice in Schools*.

- CCDS is known within the school community and in the larger community as an institution that embraces and advocates diversity as an educational imperative.
- The school communicates its policies on diversity.
- The school's media promotes and demonstrates the CCDS commitment to diversity.
- CCDS is a community in which each member feels fully accepted. The policies and practices of the school take into account the needs of the individual.
- The school provides opportunities both formally and informally, for dialogue among members of the school community about issues of diversity. Freedom to speak openly is encouraged.
- The school provides opportunities for leadership, participation in decision making, and community problem solving.
- The school expects all members of the school community to interact in a respectful way with regard to one another's differences.
- The school identifies and attempts to eliminate barriers to parental involvement and provides ample opportunities for participation in school community efforts.
- The school develops, communicates and manages (formally and informally) processes when there are problems of conflict.
- The school ensures that school events, programs and activities are promoted in the spirit of inclusion.
- Students participate in an inclusive learning environment that balances respect for individual abilities, learning styles and life experiences with a commitment to common values and ideals.
- The school encourages a thriving student body that is multicultural, multitalented, and economically diverse and gender balanced.
- The school ensures that the faculty and staff are sensitive to a broad spectrum of ideas values and cultures, and that they recognize and dispel prejudice in curricular materials, programs and the classroom environment.
- The school provides students with appropriate learning experiences that help them to recognize and address various forms of prejudice, bias and stereotyping.
- The school's curriculum and programs at all levels explore the contributions of diverse perspectives, experiences and cultures.

ENROLLMENT AND TERMINATION POLICY

CCDS believes that a positive and constructive working relationship between the school and a student's parents (or guardian) is essential to the fulfillment of the school's mission. Thus, the school reserves the right not to continue enrollment or not to re-enroll a student if the school reasonably concludes that the actions of a parent (or guardian) make such a positive and constructive relationship impossible or otherwise seriously interfere with the school's accomplishment of its educational purposes. The school may also terminate or refuse re-enrollment if the parent or guardian engages in conduct evidencing disregard of school policies or the CCDS Codes of Conduct, particularly where such conduct endangers the health, safety, or welfare of anyone in the school community on or off school grounds.

In addition, the school has the right to suspend or terminate the enrollment of a student at any time. Such a suspension or termination may result when:

- A student fails to abide by the rules and regulations of the school
- The school determines that a student's conduct or performance demonstrates an unwillingness or inability to be productive within the school community
- The school determines that the continued attendance of a student in the school is not in the best interest of the school.

Withdrawal

All families who withdraw a student from CCDS midyear must complete the school's withdrawal form. This form is available from the divisional office and must be signed by the parent before transcripts can be released. The form reiterates the school's withdrawal policy, affirms the family's financial obligation to the school, and explains the process for returning supplies, books, laptops, etc.

The enrollment contract is binding, and signee is obligated to pay the fees for the full academic year unconditionally, and no portion of fees paid or outstanding will be refunded or cancelled in the event of absence, withdrawal, or dismissal from the school for any reason. The school charges interest on any unpaid balance as of 30 days past the due date at the rate of 1.5% each month until the account is paid in full.

NOTICE OF RIGHTS UNDER THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

The Family Educational Rights and Privacy Act (FERPA), a federal law, requires that CCDS, with certain exceptions, obtain the consent of parents and students who are at least eighteen years of age prior to the disclosure of personally identifiable information from the student's educational records. However, CCDS may disclose appropriately designated "directory information" without written consent, unless the parent or student has provided written notice to the contrary. Directory information is information that is not generally considered to be harmful or an invasion of privacy if released. CCDS has designated the following student information as directory information:

- Name
- Participation in sports and other school activities
- Address
- Telephone listing
- Weight and height of members of athletic teams
- Electronic mail address
- Photograph
- Degrees, honors, and awards received
- Date and place of birth
- Major field of study
- Dates of attendance
- Grade level
- Most recent school attended

The primary purpose of directory information is to allow CCDS to include this type of information in certain school publications. Examples of school publications in which this directory information would appear include, but are not limited to: honor roll or other recognition lists, the annual yearbook, graduation programs, sports activity sheets, and playbill for school performances. Directory information can also be disclosed to outside organizations without parents' or students' written consent. Outside organizations include, but are not limited to: companies that manufacture class rings or publish yearbooks. In addition, federal law requires that CCDS provide military recruiters, upon request, with student names, addresses, and telephone listings, unless the parents or students have advised CCDS in writing that they do not want the student's information disclosed without their prior written consent. If parents or eligible students do not want CCDS to disclose directory information from the student's educational records without prior written consent, they must notify CCDS in writing.

FORMS INFORMATION

Please note that we are required to meet state guidelines regarding health forms for the current school year. All required forms may be accessed through our student health management system Magnus.

- **Parent generated emergency information:** This information is updated by parents at Magnus, which is accessed through the CCDS Parent Portal. This information is essential information about your student that will guide school personnel in providing optimal care in both daily and emergency situations. The questions regarding habitation and travel to countries outside the United States are mandatory and reflect the updated Tuberculosis policy at Cincinnati Country Day School which is required by law. You may access the updated policy in the student handbook or online at www.countryday.net. All information handled in a manner consistent with federal privacy laws.
- **Student Medical Record:** This form is required and must be completed annually for all students under the age of 6 years and all new students. The form is due by the first day of fall sports practice or school.
- **Prescription and/or Over the Counter Medications:** These forms are required only if your child might need to take medication during school hours, overnight field trips or sports activities. Medication will not be administered unless the appropriate medication order is on file and has been signed by the physician and parent/guardian.
- **Ohio High School Athletics Association Pre-Participation Physical, with Concussion Form:** This form must be completed annually and submitted prior to participating in any athletic practice. It is required of all athletes in grades 7-12.
- **Tuberculosis Screening Policy:** CCDS has developed a Tuberculosis Screening Policy based on the minimum requirements for TB Screening in Hamilton County Schools. Please communicate with the School Nurse for further information.

NON-DISCRIMINATION POLICY

Cincinnati Country Day School does not discriminate on the basis of race, color, creed, sex, gender identity, gender expression, sexual orientation, mental and/or physical ability, age (40 or over), national origin, ancestry, or military service/veteran's status in the administration of its educational programs and policies, admission decisions, tuition aid programs, employment practices and benefits, athletic, or other school administered programs. It is the collective responsibility of the community of faculty, students, staff, administration, and parents to make this environment conducive to learning and to foster mutual respect.

The school employs the following practices:

- The school's media promotes and demonstrates the CCDS commitment to diversity, equity, and inclusion.
- The school provides opportunities both formally and informally, for dialogue among members of the school community about issues of diversity, equity, and inclusion. Freedom to speak openly is encouraged.
- The school provides opportunities for leadership, participation in decision making, and community problem solving.
- The school expects all members of the school community to interact in a respectful way with regard to one another's differences.
- The school ensures that school events, programs, and activities are promoted in the spirit of inclusion.
- Students participate in an inclusive learning environment that balances respect for individual abilities, learning styles, and life experiences with a commitment to common values and ideals.
- The school encourages a thriving student body that is multicultural, multitalented, economically diverse, gender balanced, and equitable.
- The school ensures that the faculty and staff are sensitive to a broad spectrum of ideas, values, and cultures and that they recognize and dispel prejudice in curricular materials, programs, and the classroom environment.