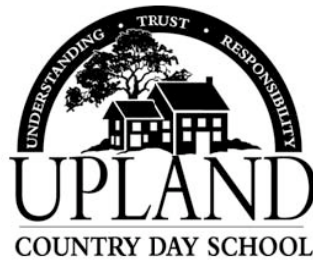


SCHOOL HANDBOOK



A guide for students and their parents
for the **2011-2012** school year

SCHOOL HANDBOOK 2011 -2012

Dear Upland Students and Parents,

The Upland Country Day School is an academic community dedicated to the intellectual, moral, and physical growth and well being of all its members. We come together each day in a common purpose, united by our commitment to the fullest development of our individual powers as human beings. The life of our School is a shared life, and the richest school experience is possible only when we see ourselves not only as individuals, but as unique members of a unique community.

There can be no sense of community without shared values. One of those values is that we believe that our greatest responsibility is to take the fullest advantage of our time here together. The chance to make our lives better through determined, conscious effort is what Upland offers. It provides perhaps the greatest privilege there is: the freedom and responsibility to do our best.

This Handbook is an effort to help us do just that. For new students, it provides one introduction to the School. Returning students will find it a restatement of what they perhaps already know. It is not a mere list of “Do's and Don'ts.” Yes, there are rules; no community can live without them. However, these rules are, first, a formal reaffirmation of the School’s commitment to “Understanding, Trust, Responsibility” as precious values in themselves. Second, these rules have emerged through a long history as a way to create for both students and faculty the best atmosphere in which to pursue the serious and noble goals of the School community.

David M. Suter, Head of School

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MISSION STATEMENT

“Understanding, Trust, Responsibility”

Upland Country Day School is a non-sectarian, independent day school educating boys and girls in Pre-Kindergarten through Grade 9. Within a nurturing environment, we strive to develop students as independent and life long learners in a strong program that includes a balance of academics, the arts, athletics and citizenship. We emphasize courtesy, consideration of others and community values so that children ultimately believe in themselves as important individuals and as vital members of their community.

PHILOSOPHY

The Upland Country Day School is a Pre-Kindergarten through Grade Nine non-sectarian, independent preparatory school for boys and girls founded in 1948 and governed by a self-perpetuating Board of Trustees. The School seeks to serve qualified children of parents who have high aspirations for their children’s success. Students of varied racial, ethnic, religious, and socioeconomic backgrounds come from Northern Delaware and Southeastern Pennsylvania. Providing an attractive campus marked by small classes, bright students, and an expert faculty, the School combines a strong academic program, within a nurturing environment, enhanced by current computer technology. Our Liberal Arts curriculum and computer capability, carefully balanced with the confidence building experiences of team athletics and an enriching combination of art, music, and drama, offer a program with breadth and depth to help girls and boys maximize their potential during a most important time in their lives.

Children are at the center of the Upland Country Day School’s social, administrative, and curricular decisions. A dedicated and enthusiastic faculty understands where children are as learners and guides them to meet intellectual, emotional, and physical challenges. Upland sees children as persons of primary value who are capable of becoming fully participating and responsible citizens of the community and the world. By laying a foundation of perseverance, diligence, and self-disciplined work, the School, together with the family, wishes to promote each child’s commitment to a life of independent learning.

The School enjoys its existence in a global community. Hence, the composition of the student body, staffing, and curriculum should represent as much as possible the world that children will encounter. To meet this world, the School’s academic and extracurricular program will provide challenges and opportunities for a child

- to delight in the use and creativity of language through reading
- to write with passion, voice, and precision
- to see the world through the eyes of a scientist as a place to test hypotheses, predict outcomes, and explore solutions
- to understand the connections and relevance of history and historical inquiry
- to experience the power and understanding that fluency in another language and culture can provide
- to be creative and explore the self in the arts
- to understand the logic and discipline of mathematics and its applications to the world
- to develop a knowledge of teamwork, the body, and character through physical education and sport
- to employ technology as a tool to extend learning, creativity, problem solving, and interactions with others
- to become a steward of the environment and to serve others

Together with parents, Upland Country Day School seeks to create a personal environment which can make a marked difference in children’s lives by developing habits of the mind and heart that lead to courage in their moral, ethical, and intellectual lives, and to the ability to appreciate the uniqueness of self and others.

ACADEMICS, ARTS, ATHLETICS, ATTITUDE

The Four A's are the cornerstone of life at Upland Country Day School. Balance and ongoing emphasis on the significant importance of academics, arts, athletics, and attitude are critical to the development of the whole person at the School. Underpinning all of that is emphasis on "Understanding, Trust, Responsibility," the UCDS motto. It is the operating creed which permeates all aspects of school life, for it summarizes our belief in the basic goodness inherent in each member of our community.

"Understanding" means that all members of the community in which we work actively care for each other, see differences as strengths, celebrate each other's successes, and support each other's weaknesses. We understand that each and every community member has a unique place in the School and in the world.

"Trust" is perhaps the single most important aspect of relationships. It is a quality, gained only through hard work, consistency and honesty that can be easily lost. Trust means that you will do what is asked whether or not someone is watching, that you have the courage to act in the best interest of yourself and others, and that your word and your character are clear demonstrations of what you value.

"Responsibility" means that in all actions you accept responsibility for consequences whether they be those of success or mistakes. This concept means that you understand consequences before you act and willingly take on the consequences of those actions. In addition, responsibility is a badge of maturity and, like trust, suggests in its presence that you will do and accomplish the tasks ahead to the best of your ability.

ACADEMICS

In a small class setting with a dedicated faculty who care deeply about children, Upland provides a challenging, yet nurturing environment in which children can begin a lifetime of learning. Our academic program, balanced by the arts and athletics and enhanced by information and communication technology, is designed to promote the intellectual, moral, and physical potential of each child.

GRADUATION REQUIREMENTS

In order to receive a diploma (graduate) from Upland Country Day School, a ninth grade student must: 1.) achieve a passing grade (at least a D-) in all courses for the school year and, 2.) meet all behavioral responsibilities.

Upland's school year has four marking periods of roughly 45 class days each. Students in the Upper School take at least four academic courses per marking period, and most take a language course as well (Spanish or Latin). Students not taking a foreign language are enrolled in Support class. All classes are 40-45 minutes in length and meet every day.

Final exams are given at the end of the fourth marking period. Students are required to complete 20 academic courses to graduate (16 for Support students).

- 4 years of English
- 4 years of Mathematics
- 4 years of History
- 4 years of science
- 4 years of foreign language (Spanish or Latin) for non-Support students

Students are also required to take classes in visual art, music, drama, health and nutrition, and to participate in athletics.

If a ninth grader has failed a course, the student may participate in the graduation ceremony, but will not receive a diploma. Upon the satisfactory completion of the course, i.e. summer work and passing of the final exam or its approved equivalent, the student will then receive a diploma.

If a ninth grader has met the minimum academic requirements but has not met behavioral responsibilities, he/she might not be permitted to attend graduation depending on the circumstances, yet he/she will receive a diploma.

CURRICULUM

Detailed information on the curriculum for each grade is available at the Academic Office. A brief overview of course content (the Curriculum Chart) is available on the website. Flexibility in scheduling allows students to be sectioned according to ability. For instance, students could be placed in advanced English and history, grade level science, math, and foreign language. Students will also have opportunities to move up or down in level within a discipline.

LEARNING SUPPORT

While Upland does not specialize in serving students with specific learning disabilities or concentration disorders, all schools have students with these conditions in varying degrees. In order to provide assistance to children with such conditions, we have learning resource specialists on our faculty who support our teachers in helping them to serve all students, particularly those who might have difficulty in class for a variety of reasons. In recognition of the additional academic support these students sometimes need, Upland offers an academic support program. The [Lower School's support program](#) focuses primarily on reading support and the [Upper School support program](#) focuses primarily on study skills and organization.

TEXTBOOKS AND SUPPLIES

A school supply list is provided by grade on the school web site. All books and materials, including clothes and sports equipment, should be clearly marked so that, if they are misplaced, they may be easily returned. Wherever possible, the cost of textbooks is included in tuition and fees; however, there are cases where additional charges will occur because of textbooks and supplies students need for their courses. Students are expected to take care of their textbooks and to return them in good condition.

The Student Bookstore is located upstairs in the Farmhouse. Basic school supplies, as well as Upland merchandise sold by the Parents' Association, can be purchased there. Lower School students must pay cash for their purchases, while Upper School students may charge them to their account. Suggested shopping times for student purchases are before school starts in the morning,-at lunch time or at Tutorial with a teacher's permission.

FIELD TRIPS

The School sponsors field trips when appropriate to supplement the curriculum. A permission slip describing the purpose, destination, times, method of transportation, supervision, etc. will be sent home prior to each trip. This slip must be signed by a parent or guardian and returned to the School before a student will be allowed to attend the field trip. Unless otherwise noted, the dress code applies to all field trips, and students are always expected to follow school policies and the code of conduct. With the exception of foreign travel (Eighth and Ninth Grades), most trip costs are covered by tuition.

Bus and Van Behavior for Field Trips:

Students should

- Always wear seatbelts
- Keep head and arms inside the bus or van
- Think of the safety of self and others. Do not hit, kick, or throw things, or in any way mistreat other riders, or distract the driver
- Remember the bus drivers or chaperones are in charge of the vehicle and safety. Students should always be respectful and do exactly as the adults say
- Talk quietly with friends; refrain from shouting or using vulgar or offensive language
- Clean up the vehicle by taking out trash and helping others maintain the cleanliness of the bus or van

SERVICE PROGRAM

Upland Country Day School considers service to be an integral part of the School's program to develop a sense of responsibility for our surroundings and others. As a result, the School considers a commitment to the service program no less important than that made to other school activities.

In the Upper School, a twice-weekly service time is built into the schedule, and each grade is assigned service activities for one marking period each year. Service activities include cleaning up around the School, recycling, assisting in the library, office, and with other students. In addition, individual grades may elect to contribute to a specific charity. Throughout the year, the Student Council spearheads various charitable projects for the whole school, such as a canned food drive, a winter coat collection, and fund-raising activities.

In the Lower School, service opportunities are often tied to the curriculum because the classrooms are self-contained. Fundraising for local and international charities and writing letters and cards to the military and senior citizens are on-going projects.

The Friday before Martin Luther King, Jr. Day is set aside as a special day of service for the entire school. Upper School students go off-campus and volunteer at area non-profits. Primary and Lower School students stay on campus where they work to support a charity of their choice.

The faculty hopes that students will learn that one person *can* make a difference, and that they will leave Upland with a strong and permanent sense of their responsibility to others, an understanding of their role in that process and a keen and active stewardship in the world.

INDEPENDENT STUDY

Any interested 9th grade student can voluntarily pursue a personal interest through a year-long study and project mentored by the Head of School. Students create their own proposals, work throughout the year on a schedule to achieve their goals, meet weekly with Mr. Suter to demonstrate progress and work through problems, and receive a grade on their report card. At the end of the year, the students present the results of their hard work at an all-school Assembly.

UPPER SCHOOL ACTIVITIES PERIOD

Activities period for the Upper School allows students to explore new interests. The faculty offers a variety of activities Tuesday through Thursday. Some offerings have included Baking Club, Puppet Making, Chess Club, Aviation Club, Golf, Teacher's Helpers (working with Primary students), Mural Creation, and more. At the beginning of each quarter, students choose which activities they wish to pursue.

HOMEWORK

Homework is an integral part of the school program and an important element in the evaluation of a student's progress. Homework assignments for grades three through nine are posted on-line through Power School and passwords are sent home via the summer mailing. Through regularly assigned homework, students can establish a consistent approach to study habits. Practice and reinforcement of concepts and skills taught in class helps students prepare for activities like tests, long term projects, etc. Homework can facilitate further learning by engaging interest and initiative. Upland considers homework an important element in the student's progress; parents should recognize its importance as well by providing the necessary time and workspace and atmosphere conducive to the successful completion of assignments. The following are suggested guidelines; the following are supported guidelines:

- Lower School students can expect to have homework during the week and should allow for the following general guidelines: First Grade, 30 minutes; Second Grade, 30-40 minutes; Third Grade, 30-45 minutes; Fourth Grade, 45-60 minutes; Fifth Grade, 60 minutes.

- Grades Six to Nine have daily homework assignments, including weekends. Some assignments require long range planning and organization. Students are expected to practice increasing independence and self-discipline in meeting academic responsibilities. The following general guidelines should be expected: Sixth Grade, one to one-and-a-half hours; Seventh Grade, two hours; Eighth and Ninth Grades, two to two-and-a-half hours.

A reminder to all Upper School students: Academic work always comes first. The first homework assignment missed gets a warning (note home). The second homework assignment missed will result in sitting in from lunch and finishing that assignment (note home). The third offense will result in sitting in from practice that day until 4:15. If the assignment is missed on the day of a game, the assignment will be made up the next day during practice time. (The purpose of regular tutorial time is to work on homework given that day, not to do late homework.) By missing practice, the student's playing time in upcoming games may be affected. *Please understand that teachers will take into consideration the student's class record of incomplete homework(s) when assigning a student to after-school tutorial.*

ACADEMIC COMMUNICATIONS

In order to be sure that the partnership of students, families and the School is well informed, the faculty may communicate through many methods.

- **Parent-Teacher Conferences** are held twice a year, in the fall and the spring. Parent-teacher conferences play a very important part in a child's development at Upland. It is important that both parents attend the conference if at all possible. This is an opportunity to discuss a child's progress in school and to address any questions or difficulties in his or her academic program. Every effort is made to coordinate the schedules for those parents who have more than one child attending school. In certain instances, the School will request additional special conferences to discuss your child's academic or social progress. Of course, you may also request a conference at any time.
- **Progress Reports** are written two times a year (November and April) for Pre-Kindergarten to Grade Nine. Reports are mailed home the week before parent-teacher conferences.
- In Upper School, **Interim Reports** are sent at the mid-point of the marking period to advise of successes and/or challenges students may be experiencing in each course. The Interim Report is a way to communicate so that strategies for improvement can be developed before the end of the marking period. Interim Reports will be sent home if a letter grade is below the "C- (70%)" range, if a motivation or citizenship grade is lower than "3," or if the grade has fallen a full letter grade.
- In Upper School, **Parent Information Notes (PINs)** are designed to inform parents about the status of current academic work, grades and/or progress. PINS will be sent via email.
- **Weekly Report:** In Upper School, some students occasionally need a more frequent check of academic or behavioral performance. Weekly reports can be initiated at the request of faculty, parents, or students. These reports are shared with students by homeroom teachers or advisors and will be sent home.
- **Daily Report:** In some situations in Upper School, the faculty may place students on daily report for close monitoring of academic progress.

REPORT CARDS

Students receive letter grades beginning in Fourth Grade. They also receive grades in motivation and citizenship. There are four marking periods and grades are given at the end of each quarter. The same grading system is used in Grades Four through Nine. Upper School final exams are given at the end of the academic year. In Sixth and Seventh Grade, this grade counts as 1/9th of the final grade; in Eighth and Ninth Grade it is 1/5th of the final grade.

ACADEMIC RATING

A+	100-97	B	84-86 Good	C-	70-73
A	96-94 Outstanding	B-	80-83	D+	67-69
A-	93-90	C+	77-79	D	64-66 Unsatisfactory
B+	87-89	C	74-76 Satisfactory	D-	60-63
				F	below 60 Failing

"A" represents excellence in the following: intellectual command of scholarship showing accuracy of knowledge; ability to show independence and self-discipline in completing assigned and unassigned work; cooperation in classroom activities with frequent contributions to the welfare of the class; effective use of materials presented; and originality in spoken and/or written expression.

"B" represents an above average standard of the knowledge of course content; reasonable grasp of course methods of study and objectives; active class participation; orderly presentation of assignments; ability to express ideas coherently orally and/or in writing.

"C" represents a satisfactory level of achievement, initiative, and familiarity with the course content; completion of at least a majority of the necessary requirements set by the teacher with a reasonable understanding and grasp; basic skill achievement is apparent; oral and/or written assignments are completed in reasonable fashion.

"D" represents unsatisfactory work in most of the necessary requirements, but sufficient success is apparent to warrant a passing grade.

"F" represents failure to achieve success in a majority of even the minimum standards in the course for graduation.

[N.B. A year's average of "D" will require summer work for next level of continuing subjects: English, mathematics, foreign language, etc. A year's average of "F" in any subject will require summer work in an approved course or program of study for promotion to next grade.]

MOTIVATION RATING

"1" represents superior self-initiative; the student is attentive, constructive, and active participation in class; homework up to date and well done; completion of extra assignments or optional activities.

"2" represents good self-initiative; participation in required class activities and discussion; completion of homework in a timely and accurate way; willing participation in extra activities or optional assignments if asked.

"3" represents a need for regular guidance in area of self-initiative; occasional participation in class discussion; generally meets required demands; an occasional late homework but daily assignments meet stated requirements; general reluctance to take on extra assignments or optional activities.

"4" represents sporadic daily work, often late and not adequately done; an unwillingness to take part in class discussion in constructive manner; a lack of self-discipline; a negative attitude toward most class activities.

"5" the student's work is usually late or not handed in; the student shows little initiative to meet class requirements; the student's participation in class discussion is negative; and the student's behavior is "out of bounds."

CITIZENSHIP RATING

"1" represents superior behavior that indicates good manners and respect for others; respect for school property and the property of others; a cheerful willingness to do assigned tasks; an outstanding example for others; an adherence to the guidelines set forth in this handbook.

"2" represents good behavior, manners and respect for others; respect for property and a willingness to accomplish assigned tasks; a good example for others; and adherence to the guidelines in this handbook.

"3" represents a fair level of behavior, manners and respect for others; generally satisfactory level of adherence to guidelines.

"4" represents unsatisfactory choices of behavior in manners, respect and adherence to the guidelines outlined here; unsatisfactory example to others.

"5" represents unacceptable behavior, attitude, and adherence to school guidelines; unacceptable model for others and may appear in front of COSA.

If a student receives a "D+" (or below) or a "4" or "5" in motivation or citizenship at the end of the marking period, a written comment will automatically be sent home with a full explanation of the difficulties. (The School Calendar, available on the website, lists report periods.)

General Citizenship: With consideration given to the citizenship grades earned in all other areas, the homeroom teacher(s) will determine the General Citizenship rating. This rating will reflect citizenship in homeroom, at lunch, on the bus, on the playground, on trips and in other unstructured areas.

Students will receive art, music, service, and athletics evaluation through Motivation-Citizenship ratings and written comments as scheduled (See the Calendar for Report Periods). In Upper School, athletic comments are written at the end of each season.

HONOR ROLLS

Academic Honor Roll: In order to achieve Academic Honor Roll students must earn all Bs or better. Distinguished Academic Honor Roll is all As.

Motivation-Citizenship Honor Roll: In order to achieve Motivation-Citizenship Honor Roll students must receive all 2s or better. Distinguished Motivation-Citizenship Honor Roll is all 1s.

Privileged List: Upper School students who attain Motivation/Citizenship Honor Roll will be considered on the Privileged List and will be eligible to receive special privileges during the following marking period. Privileges might include such things as: going to the library during tutorial; a free tag day; 1/2 price for dances during the marking period.

Restricted Privileges: Upper School students who receive 4s or 5s in two or more areas in a marking period or an F-5 will lose break and lunch/recess privileges for two weeks or more, and will be reviewed weekly for the remainder of the marking period.

STANDARDIZED TESTING

Standardized achievement tests (ERBs) are given in the fall to students in Grades Three to Nine. The test results are shared with parents during the Fall Teacher-Parent Conferences. Pre-K to grade 2 use Children's Progress Academic Assessment (CPAA), rather than ERBs, and these are administered six times per year. The results are reported to the parents at the Fall and Spring Conferences. The School wishes to look at its academic program in comparison to other similar schools, analyze curriculum objectives, and look for specific areas that need support. Standardized testing is

but one part of an overall assessment of a child's progress and growth. Actual classroom performance, teacher observations, and portfolios are powerful tools in the evaluation process that standardized testing can, and should, complement in assessing a student's progress. Test results are kept in each student's file. These test results are part of the student's permanent file, which is used to help place students at other schools when they apply for admission.

ADVISORY SYSTEM

At the center of the School's mission is the relationship between students and the faculty. Upland prides itself on the strength of those relationships. Certainly being in a school that is so close means that academic, extracurricular and social challenges abound, and in fact, if the School is doing its job in preparing students for high school and beyond, such challenges are inevitable. The capacity to meet such challenges and difficulties depends on the support students receive from their families, the faculty, and, more specifically, from their advisors.

In the Lower School, the homeroom teacher is the student's advisor. In Grades Six and Seven, students are assigned an advisor. In Grades Eight and Nine, students will choose their advisor from a list of available faculty. The advisor works with students regarding decision-making, academic plans, and social difficulties. The advisor closely watches the student's personal, academic, and athletic progress throughout the year. The advisor will contact parents as patterns develop and will be available for conferences and other communications. In addition to the advisory system, trained guidance personnel are engaged by the School to meet with students individually or in groups to discuss developmental, social, and behavioral issues.

ATTENDANCE

A student's regular attendance at school is essential for the successful completion of a year's work. The School expects, except in the case of illness or an emergency, that students will start school on the opening day and remain until the closing day. In addition, attendance at special school events such as concerts, graduation, and class day, is required.

Daily Hours: Homeroom begins promptly for every student at 8:10 a.m. Pre-Kindergarten dismisses at 12:00 noon Monday through Friday. Kindergarten dismisses at 12:00 noon on Monday and Friday, and at 2:50 pm on Tuesday, Wednesday and Thursday. Grades One through Five are dismissed at 2:50 pm Monday through Friday. Upper School (Grades Six through Nine) is dismissed at 2:50 pm on Monday and Friday and at 4:30 pm on Tuesday, Wednesday and Thursday. *Note: On several days (as announced on the school calendar) there will be special 12:00 dismissals. Also, Upper School athletic games and other trips will require deviations from normal dismissal times (these exceptions will be outlined in notices emailed home and posted on the website).*

Absence and Lateness: Attendance records are part of an Upper School/Lower School student's transcript and as such will be passed on to schools requesting such transcripts (particularly at the secondary school level after ninth grade). Students, therefore, should make every effort to get to school on time (by 8:10 am at the latest) and minimize absences, especially due to family vacations.

Lateness Detention: For Upper School students, four or more unexcused latenesses will warrant an attendance notice. A second attendance notice may be given, and after eight unexcused latenesses a detention will be given. Attendance detentions will be served at 7:00 am on Tuesdays. **ALL LATENESSES MUST BE ACCOMPANIED BY A NOTE.**

If a student is absent for more than 18 days of the school year, he or she is subject to not receiving credit for the school year. In an attempt to determine the impact of absences, his/her progress will be reviewed. Summer work or a repeat of the current grade may be required.

Procedures Regarding Attendance

- **Attendance at Evening Events:** Attendance may be required at plays, concerts and other evening events. Written excuses for absences are due to the appropriate division head in advance.
- **Appointments during the School Day:** When scheduling doctors' appointments during the school day is

unavoidable, parents need to send a note indicating the times and reason for the student's absence from school. If the appointment is before school, the student must also sign in when he/she arrives. If the student leaves during the school day, he/she must sign out (and sign in if he/she returns).

- **Illness:** When students are absent because of illness, they will need to bring in a note from home upon their return. They will need to make up any missed work. PARENTS NEED TO NOTIFY THE SCHOOL BY CALLING THE OFFICE BEFORE 9:00 AM EACH DAY OF THE ABSENCE. UPON RETURNING TO SCHOOL, A NOTE EXPLAINING THE ABSENCE IS REQUIRED. **Students who are absent from school may not participate in games, evening performances or events occurring on the days they are absent (unless they were ninth graders on a school visit).** Any emerging pattern of absences when tests or papers are due will result in a conference with students, parents and the Division Head.
- **Excused Absences:** All absences from school require a note. Absences will only be excused for doctor/dentist appointments, illness (when accompanied by a doctor's note after three days), visits to schools, bereavement, family trips, and mandatory court appearances. If a planned absence is unavoidable, a written request for permission for the absence should be sent to the Division Head one week in advance. In the Lower School, parents and students are responsible for making arrangements with the teacher for tutoring and for making up classroom work. In the Upper School, students will need to complete the excused absence form available in Mrs. DiStefano's office. The form should be completed and signed by the teachers before the student leaves on the excused absence. All work is to be handed in on the day of return.

[Note: A planned absence for which no prior notice has been given is considered an unexcused absence.]

- **Late Arrival:** Students arriving after 8:10 am must sign in at the Farmhouse.
- **Late Arrival Game Days:** If Upper School students arrive late to school (after 8:30 am), missing all or a portion of a class, they may not participate in athletic games after school. In order to play in the game, the lateness must be excused by the Head of the Upper School.
- **Early Dismissals:** Parents must write notes for early dismissal and excuses from athletics. These notes should be given to the homeroom teachers in homeroom period. Students must sign out in the Farmhouse when leaving at other than the regularly scheduled dismissal times.

LIBRARY

The Library is a significant resource to the students. As with other important areas of the School, they need to treat the space with respect, for others also use it.

The Reading Room is for casual reading; students may chat there. In the Center and Reference Areas, students can talk quietly for study purposes. They may feel free to browse, but should not talk loudly to others who are studying, or disrupt in any way the work atmosphere of the Library.

When checking out books, students first scan the bar code on their I.D. card, then they scan the bar code in the back of the book. They should stamp the due date on the card in the back of the book. It is important that students observe the due date so the Library's resources can be shared with everyone.

Students in grades K-1 may check out one book at a time for a period of week. In grade 2, students may check out three books for two weeks. In grades 3-9, students can check out up to seven items for two weeks. With permission, they may take out more for research purposes. Reference books are to be used only in the Library and may not be checked out. Current magazines do not circulate either, but back issues may be checked out for research.

The computers in the Reference Area are for student use for school purposes such as looking up books, school projects, and for research. As the computers are shared, students must be considerate of the machines and other people. Students should not alter the desktop or system settings. They should use the printer with discretion. For other guidelines concerning the use of computers, please see the *Technology and Computer Guide*.

COMPUTERS AND TECHNOLOGY

Upland is fortunate to have technology labs on campus. In addition there are computers in some classrooms. The integration of technology is meant to improve and enhance the education of all students in the School and to provide the best educational opportunities for the children at all levels. Skills for the 21st century require in our students the ability to organize resources; to work collaboratively; to acquire, evaluate, and use information; to understand complex systems; to work in a variety of technologies; to utilize experimentation as a problem-solving skill; to interact appropriately and responsibly with others; and to communicate effectively.

As we all know, there are challenges associated with the appropriate use of technology on campus. We should be aware of the many pitfalls in cyberspace at home and at School. Upland's technology and services may not be used for personal purposes. In addition, children's use of e-mail, instant messaging and the Internet off campus may have significant impact on their on-campus life, especially in terms of relationships. Please monitor your child's use of home computers with respect to the balance of activities and appropriateness we all want for them.

Because of the extraordinary resources in technology that the School offers to students and the faculty, here are the guidelines that pertain to students.

General:

- Students may only use computers and labs under supervision.
- Faculty computers or teaching stations are to be used only with the permission and direct supervision of the faculty member responsible for them. In general, they are for faculty use only.
- Because computers and related equipment are delicate, students **may not** have any food or drink around them.

School Software Only:

- Computers should not be used for personal e-mail/instant messaging.
- Students may not play unauthorized games on computers at school, even on personal computers brought to school.
- Students should not bring in **any** software.
- Students **may not** bring personal games or programs from home to be copied by others.
- Students **may not** copy a program from or onto a school computer.

Considerate Use:

- Students may not hide or rearrange games, programs, or other software (including, but not limited to, the desktop background, sounds, keyboard speed, etc.) on the computer.
- When students are finished with a document or picture, they should put it in the trash, and clean up after themselves.
- Students should not access, open, move, or trash any files or folders except their own. Doing so could lead to the loss of someone else's work, and will result in disciplinary action.
- Students should be sure a computer is not in use before they begin working at it.
- Students must not copy someone else's computer work without permission. Doing so is plagiarism, and any such incident will be treated as a major offense.
- All research, including images, and especially any direct quotation of sources from the Internet, must be acknowledged in the appropriate fashion.

Saving:

- Students should periodically "save" all work in progress, in order to avoid lost material through power failure, accidental shut down of a machine, etc.
- Work may be saved to the appropriate server, as per directions given by a teacher.
- Students may use a USB drive to transfer their personal files.
- With a teacher's permission, students may email work to themselves for access at home, or access their email account from school to retrieve work from home.

Internet Use:

Students should be familiar with the policies of Upland’s technology with reference to the Internet (please see the School’s Acceptable Use, Web 2.0, and Social Media Policies—appendices to the handbook). Here are some main points:

- Students may only use the Internet for school purposes. Therefore, students may not use it for personal emails, to play games, or to download shareware, freeware, images or music for their personal use.
- Students are representatives of Upland any time they send email or post information to the Internet from school. Therefore, they may not send inappropriate messages or use inappropriate language, and they need to be as correct as possible in terms of grammar and spelling.
- Because the Internet is so public, students must **never** reveal personal information (such as addresses, phone numbers, or credit card information) while they are online.
- Because Upland’s network is a shared resource, students may not use the network in any way that might disrupt others’ ability to use it.
- School reserves the right to review social networking sites such as Facebook to ensure that Upland’s positive image is maintained.
- Because students’ off-campus use of email, instant messaging, and social networks may have significant impact on their on-campus life, Upland students are expected to treat each other on-line as they would at school.

Please read and understand Upland Country Day School’s Technology Acceptable Use Policy and Upland Country School’s Web 2.0 and Social Media Policy. See Appendix.

ARTS

Art develops a child’s imagination and judgment, contributes to the acquisition of critical thinking and problem-solving skills, and encourages communication, interpretation, analysis and synthesis. Our fine arts and performing arts programs are an important component of Upland’s program and one of the four A’s. Because children learn in different ways, the arts provide a progression of experience that allows them to develop creative perspectives for looking at the world, past and present, and to express themselves through active participation.

VISUAL ARTS

As part of the full participation philosophy of the Four A’s, all students in Upper and Lower School take visual art classes during the school year. In Lower School students are introduced to methods and materials, the understanding of which they then carry into Upper School where they further develop skills and learn to think conceptually.

Some classes focus on painting and drawing in various mediums, collage making and printmaking. In others, students work with clay, both on the potter’s wheel and in hand. They complete projects in origami, bookbinding, stained glass, mosaics and more. Visual art students also work on the set design and construction for the Drama Department’s many plays throughout the year.

Through immersion in the Visual Arts, students develop an appreciation for craft design and construction, and for art in the context of current and historic culture. On a more technical level, students develop hand skills, patience and problem solving skills. Through art, attention span is lengthened and students learn to focus on the process of creation with the end result in mind.

Students throughout the school have their artwork displayed in the Upland Art Shows in the spring and work with a variety of visiting artists. Upland’s artists also exhibit their work in the surrounding community as the opportunity arises. Upland students participate in the DAIS Art Show every year as well as in the Longwood Gardens Chrysanthemum Festival, the Unionville Community Fair and such programs as the Chester County Art Association Growing, the Arts Planter Program and in advertising contests in local newspapers.

DRAMA

Through drama, students develop important life skills that will help them become well-rounded adults. Confidence, diction, projection, creative thinking and appreciation for all art forms will serve them well as they pursue a career later

in life. As in all areas of life at Upland, drama is designed to give students an avenue for their creativity and an opportunity to safely take risks and explore their own talents and abilities.

In Lower School, the Drama program focuses on developing basic theatre skills. Students learn to speak clearly and project their voices, develop poise on stage, practice movement skills, and create and sustain a character. They explore their emotions and learn to speak expressively as they rehearse and perform a play or musical production.

The main focus of the Upper School Drama program is collaboration. Students work together to rehearse and present a theatre production for a live audience. Through the rehearsal process, students discover more about themselves and their peers as they develop the show for performance. Because of Upland's full-participation philosophy, every student is involved in the production, whether as an actor or on the technical crew.

MUSIC

The music program at Upland is designed to provide opportunities for students to develop emotionally, intellectually and aesthetically through creative experiences. Through music, students discover and develop interests, talents and perspectives and gain skills that they will use for a lifetime.

All students create their own compositions, practice performance skills and explore musical technology in a variety of ways. The focus of music in the Lower School is to have fun while learning the fundamentals. Students sing, dance, and play instruments to develop their musical skills. Through singing games, musical improvisation, and other creative teaching techniques, students begin to learn how to read music in the treble clef and identify musical symbols. They explore music of other cultures and are given many opportunities to perform throughout the year.

Upper School students are given even more opportunities to grow as musicians and performers. Within the general music classroom, students learn about reading and writing music in the treble and bass clefs. Students also create their own compositions in the computer lab. Each Upper School student performs in two instrumental ensembles: Bell Choir and Orff Ensemble. They can also participate in Chorus and the Vocal Ensemble, our select singing group.

At Upland, music encourages students to think creatively, to constantly evaluate, experiment, and listen critically not only to music but to the world around them. The music program provides successful performance opportunities that build both skill and confidence in an enjoyable, encouraging environment.

Vocal Ensemble: Vocal ensemble is a select mixed-gender choir in the Upper School. Students audition for the director one-on-one and in small groups, and they make a half-year or full year commitment to the ensemble. During rehearsals the vocal ensemble members learn proper vocal technique and music reading skills as they sing repertoire from different genres and time periods. The vocal ensemble performs in Upland's Winter and Spring Concerts as well as giving outside community performances and competing in a choir festival in the spring.

Chorus: Chorus is a non-auditioned singing group for Upper School students. Interested students can choose a half-year or full-year commitment. The chorus performs in Upland's Winter and Spring Concerts and competes in a choir festival in the spring.

SPECIAL ARTS PROGRAMS

Visiting Artist: Periodically, group or solo performing artists put on a show for the Upland community and sometimes hold workshops for students.

Artist-in-Residence: Twice a year, as funding allows, professional artists come for a time to work on a specific project with a chosen group of students.

ATHLETICS

The athletic program at Upland is an extension of the classroom and is an important element in a student's growth as a person. The program aspires to provide students with skills and attitudes that will last a lifetime. Their capacity to work with their teammates, to find and fulfill their role on a team, and to work together provides a valuable example

of the cooperation required in life. The faculty expects that students will test their limits in appropriate ways both physically and mentally, and that they will test their character as well. Physical courage can be a template for a kind of mental courage. Sportsmanship, good manners, self-control, thinking of others, positive leadership, and grace under any condition, is a critical aspect of this School's life, and its presence or absence can be seen most clearly in athletics. The faculty and parents of the School expect that Upland student/athletes will display all that is best in students and the School.

In the Primary and Lower School grades, emphasis is on the development of basic physical and athletic skills accompanied by some intramural sports competition. Interscholastic athletic competition begins in the Upper School. Upland fields interscholastic teams for girls in field hockey, ice hockey, and lacrosse. Boys' teams are formed for soccer, ice hockey, and lacrosse. During the winter season, a co-ed athletic club opportunity is offered. All students are expected to participate on the teams. Team play and good sportsmanship are emphasized at all levels of physical education and athletic competition.

Please refer to the *Physical Education/ Athletic Handbook* for more detailed information on Upland's athletic philosophy and for details on sports seasons and equipment requirements.

Skating -Grades 1-9: Because of the availability of the skating rink on campus, ice skating and hockey are emphasized during the winter months. Grades 1 to 5 receive basic skating instruction two times per week from December through mid-March. In Grades 6 through 9, ice hockey is offered. A girls' non-checking team is offered separate from the boys' teams. Girls' and boys' teams are divided by skill and skating level, with age and grade kept in mind.

Skate Exchange/Sports Consignment Sale: A skate exchange is held each fall to give parents an opportunity to buy and sell used skating/hockey equipment. Equipment for all Upland sports is also available. Information on the exchange is distributed before the start of the skating season.

Skate Closet: A group of parent volunteers maintains a skate closet containing an ever-growing supply of used girls' figure skates that may be rented for the skating season. Information on the skate closet and how to schedule a fitting is distributed prior to the start of the skating season.

Black and Gold Teams: Every student in the School belongs to either the "Black" or "Gold" intramural team. These teams compete in appropriate athletic events during the school year. There are academic and fun events as well.

Field Day: Field Day is held at the end of May. For Grades One to Nine, Field Day takes place on the athletic field, where the Black and Gold teams compete in a number of athletic and fun events, with the winner announced at Assembly. Pre-Kindergarten and Kindergarten participate in their own Field Day activities, which include a Primary Bike Parade. Parents are welcome to come and join in the fun.

ATTITUDE

One of the most important aspects of any school is the way it sets expectations and deals with problems. Upland is a school where faculty and students work together in an atmosphere of caring and cooperation. Our motto, "Understanding, Trust, Responsibility," stands for an approach towards adults and young people that the School and everyone involved with it values above everything else.

Upland does not intend to be a school governed by endless rules and regulations. But every community must make clear what its expectations are so that its values are clear, and people can make decisions based on them.

Upland's faculty, administration, and Committee on Student Affairs administer a discipline procedure that takes into account the need to provide a safe environment for children to make mistakes, the need to support a community of learners with shared values, and the need to provide clear, fair, and consistent accountability for students. While the following tend to be developmentally appropriate descriptions for an Upper Schooler, the content is meant to guide all children to a clear understanding of the School's values.

The guidelines in this Handbook have been developed carefully by the Head of School, the administration and the faculty. Most of what follows is based on common sense and the basic principles of respect for oneself, others and their property. Such shared values, consistently acted upon, will create a supportive community and a climate of care and concern for others, and will result in strong personal growth.

When choices violate the principles articulated above, the School will attempt to deal with them fairly and compassionately. We believe that the responsibility we espouse in the School's motto means that consequences are a natural part of decisions. These consequences, while occasionally painful, remind students and the community of the boundaries within which we agree to act. We see opportunities for learning and growth arising out of those consequences in a firm, but supportive fashion. When necessary, however, the School will take strong action to protect its students and the atmosphere in which they live from individuals and influences that are detrimental. The School does not discriminate in its policies or implementation of those policies based on age, national origin, race or religion. Moreover, harassment based on sex or any other basis will not be tolerated. Implicit in being enrolled at Upland is a commitment to the Honor Code, the Code of Conduct and the way of life outlined in our motto.

HONOR CODE AND THE CODE OF CONDUCT:

The Honor Code and the Code of Conduct are the bases for life at Upland. An understanding of and commitment to them is implicit in each student's presence at the School.

The Code of Conduct and its Pledge are as follows:

"I will strive at all times and to the best of my ability and maturity to conduct myself in a manner which will bring credit to my school and myself; to act responsibly and decently; to try to understand all sides of any situation; to be helpful to others; to trust my schoolmates and teachers to be fair and honest; and to keep my school clean and attractive.

I will respect the property of the School and other students at all times; I will not damage or deface others' property; and I will not borrow or take others' property, no matter how small, without permission.

I will abide by all school rules as stated in the Student Handbook and work in a positive manner to support my classmates, the faculty and the School."

Students need not only to come forward when they have committed a wrong doing, but they must also make every effort to help another come forward when a wrong doing has been witnessed.

The Honor Code pertains specifically to any written exercise that requires a student's work alone. At the bottom of all papers turned in, Upper School students are expected to write and sign the following pledge:

"I have neither given nor received aid on this work."

General Behavioral Expectations

It is expected that students will:

- Follow the tenets of the Honor Code and the Code of Conduct, and Acceptable Computer Use Policy.
- Show respect for self, others, and school property.
- Show respect for the learning process.
- Follow all school rules on and off campus while on school-supervised trips and at the rink including not using cell phones.
- Treat all teachers, adults and each other within the community with respect and courtesy.
- Arrive at school on time, and report to all assigned classes and obligations on time.
- Not chew gum at school or School functions, nor eat food other than at break or lunch time.
- Dress according to the School's expectations and guidelines.
- Respect the rules of the lunchroom.
- Behave appropriately on public school buses and in Upland vans.
- Respect and promptly return Library books and materials.
- Respect and use computers appropriately.

- Walk on School paths and in buildings.
- Not throw snowballs, walnuts or other items that might hurt someone.
- Dress appropriately and participate positively as a member of an audience at school plays and performances.

Because the prevention of inappropriate behavior is a school-wide community effort, faculty will look for ways to applaud both individual students' good decisions, and group efforts at supporting victims when students

- intervene when one or more students mistreat another
- condemn malicious teasing in the classroom and elsewhere
- take the side of, and defend, a student who is mistreated
- reject the use of hurtful nicknames
- tell a teacher or parent that bad behavior is taking place
- initiate and participate in activities that include all in the class without excluding anyone
- take the initiative of including lonely students into joint activities and provide openings that allow a student to become part of a group
- show helpfulness and friendliness, particularly towards those who may have a tendency to be isolated or mistreated.

Simply, the members of the UCDS community support, encourage and model appropriate treatment of others and their property on and off campus. Doing so allows Upland to be the kind of nurturing community in which all members are appreciated and can feel safe enough to grow through risk taking.

TREATMENT OF OTHERS

The School takes quite seriously its custodial responsibilities for students. First and foremost, the School needs to be a safe place for all in every respect. Students who emotionally or physically abuse another, who sexually harass, who steal or vandalize, who cheat, or who possess, use, or distribute drugs or alcohol on campus face the likelihood of a suspension or dismissal from this community. Any inappropriate behavior that occurs online, on buses, in or out of school on field trips, the rink and elsewhere will be addressed immediately by the faculty.

Inappropriate treatment of others also includes:

- **General Harassment** -a pattern of actions or statements directed at an individual or a group that are intended to ridicule or demean.
- **Sexual Harassment** -unwelcome sexual advances, sexually motivated physical conduct, or other verbal or physical conduct or communication of a sexual nature that has the purpose, intent or effect of interfering with a student's education or in his/her educational environment. Examples of this include sexually suggestive letters, drawings, etc.; verbal contact that is sexually suggestive, including comments about a student's body or sexual characteristics in a negative or embarrassing ways; physical contact which includes intentional touching of a sexual nature; suggestive looks, leering or staring at another's body; and the display of sexually suggestive objects, pictures, magazines, or computer material.
- **Defamation** -false statements about an individual or group that harm the reputation of an individual or a group and demean him, her or them in the community.
- **Profanity** -vile or contemptuous language.
- **Threats/Intimidation** -actions or statements which are intended to put an individual in fear of emotional or physical harm.
- **Hazing** -for the purpose of initiating a person into a group, team or organization is prohibited. Hazing is an act that humiliates, degrades and/or risks emotional or physical harm to a victim regardless of that person's willingness to participate.

- **Signal Incident** -use of race, cultural identity, national origin, religion, socioeconomic status, gender, sexual orientation or physical or learning disability as a basis of treating another in a negative manner including remarks, name calling etc.
- **Direct Bullying** includes the physical (hitting, kicking, shoving, spitting, etc.), the verbal (taunting, teasing, degrading sexual or racial comments), and the nonverbal (threatening, obscene gestures, etc.)
- **Indirect bullying** includes getting another to do physical bullying, the spreading of rumors deliberately, and nonverbal actions through exclusion from a group or activity. It also includes the use of technology at school or outside of school to do the same. This form of bullying includes the use of race, cultural identity, national origin, religion, socioeconomic status, gender, sexual orientation, or physical or learning disability as a basis for treating another in a negative manner.

—Adapted from “Sexual Harassment,” *Sunburst Communications 1994, Middle School Association*

If a student is a victim of, or a witness to, any such offensive activity, he/she needs to go *immediately* to a teacher, guidance counselor, Division Head, or Head of School who will then follow the School’s procedures. Any time harm is being done to a student, whether physically or emotionally, any witness has a duty to report that harm. This is reporting, not “tattling.” Disrespect and verbal or physical intimidation have no place at Upland.

DRUGS AND ALCOHOL

Upland Country Day School is deeply committed to providing an environment that encourages intellectual, physical, emotional and spiritual development. The School recognizes that chemical abuse seriously impairs one’s ability to develop and to function at his or her fullest potential. Through counseling, teaching, extracurricular activities, and the use of community resources, the School hopes to prevent and/or intervene in the abuse of drugs and alcohol by any student or faculty member. Strong, consistent efforts by students, faculty, administrators, and parents will serve to educate as well as deter chemical abuse and dependency.

The use or possession of illegal drugs, alcohol, or tobacco by students has no place in our community and is forbidden. This policy applies to, but is not limited to:

- students who are on school grounds (including the rink) at any time
- students who are attending any school activity, such as field trips or athletic, social, or cultural events
- students who show evidence of the use of drugs or intoxicants before coming onto the campus or before school-related functions off campus.

Evidence of such use or possession in these situations will result in disciplinary action recommended to the Head of School by COSA and with the strong possibility of suspension or dismissal.

HONOR CODE VIOLATIONS

“Plagiarism” comes from the Latin word for “kidnapping.” A plagiarist was originally a kidnapper, which suggests how a writer feels about his work; it’s his brain-child. Plagiarism now means copying or imitating someone else’s language or ideas and presenting them as one’s own. The only way to avoid plagiarism is to make specific acknowledgment every time we write something that is not completely original.

If, in something we write, we include someone else’s language (from a book, theme, lecture notes, discussion, etc.), we must put all such language within quotation marks and indicate the source in a note. (“Language” includes even parts of sentences, distinctive phrasing, statistical tables, etc.) To omit the quotation marks is to attempt to pass off another’s work as one’s own.

If we imitate or adapt someone else’s language or thought, we are paraphrasing; we are restating another’s thought in our own words. In such cases, we may omit the quotation marks. However, unless we specify in the text or note the source of the thought, we are plagiarizing. The problem can often be handled within our text by including such phrases as, “I agree with Einstein’s idea that...” or, “As I learned from Mr. Brown...” Otherwise, paraphrased passages need to

be documented just as direct quotes are. In general, it is better to say too much about our sources than too little. —
Adapted from Honor System Regulations, Wesleyan University.

Cheating and plagiarism are major infractions of the Honor Code. Students who cheat on a paper or a test and have signed the Honor Code pledge, have 24 hours to turn themselves in to their teacher. The penalty for this is a failing grade on the work in question, a citizenship rating no higher than a 3 in the course for that marking period, and a detention. If a student does not turn him/herself in, and is later determined to have cheated, he/she will receive a failing grade on the work in question and a citizenship rating of no higher than 3 in the course for the marking period. He/She will need to appear in front of COSA, and, in general, will receive a one day in-school suspension.

GENERAL DISCIPLINARY PROCEDURES

Immediate procedures for a disciplinary infraction include on-the-spot interventions, follow up discussions, faculty information sharing and parental involvement (through phone calls, meetings and yellow slips in the Upper School). The faculty of the School will report any incidents to the appropriate Division Head or Head of School.

Consequences may include loss of privileges like lunch with peers, recess, etc., a “Think Paper,” a call to parents, or an after-school detention.

If the offense is considered major, the Committee on Student Affairs in the Upper School will consider the case and make a recommendation to the Head of School. Immediate suspension or dismissal from Upland Country Day School may be the result.

Committee on Student Affairs (COSA)

The Committee is composed of several members of the Upper School faculty. The Head of School and Head of the Upper School serve in an advisory role. A student will appear in front of the Committee with his/her advisor. The Committee makes a disciplinary recommendation to the Head of School, who makes the final decision. If there is an appeal, such an appeal will need to be made in writing to the Head of School who will then consider the issue with COSA.

Lower School Infractions and Procedure

Each classroom agrees upon a class code of conduct based on developmental appropriateness and the School’s philosophy. Consequences are usually handled by the classroom teacher. In more serious matters or after repeated offenses, the teacher, with the Lower School Head, will determine more appropriate discipline matters.

Upper School Infractions

There are several types of infractions as defined below.

- **Minor:** These infractions are those that are important to address and they include but are not limited to latenesses, dress code violations, eating in class, etc.
- **Serious:** Serious infractions include an accumulation of minor infractions, gum chewing, inappropriate language, class disruption, some levels of disrespect, misuse or unauthorized use of computers, inappropriate bus behavior, etc.
- **Major:** Major infractions include an accumulation of serious infractions, a deliberate class cut, cheating, plagiarism, lying, possession, use or distribution of drugs or alcohol, stealing, vandalism, physical or emotional intimidation, abuse, general or sexual harassment, possession of weapons, lighters, matches, pornographic materials, certain violations of computer and technology policies, or leaving campus without permission.

Upper School Procedures

The following disciplinary measures are applied if, when, and as necessary. This list represents the usual progression of discipline in the Upper School. In serious situations, disciplinary measures such as suspension and expulsion may be enacted immediately by the Head of School, working with COSA.

- **“Yellow Slips”:** Faculty may write up a “yellow slip” when they are concerned about a student’s behavior. There are two kinds of yellow slips. One is a “tracking” notice that is sent to the Chair of COSA to notify him/her of concerns about a student’s behavior. A more serious infraction may result in a “detention” yellow slip. Advisors will discuss Yellow Slips with their advisees.
- Three tracking notices will result in a detention. Three detention slips will result in automatic appearance in front of COSA. There will be written notification to parents warning of more serious consequences if the poor behavior continues.
- **Detention:** Detention may be given for an accumulation of Yellow Slips or for serious or major infractions. Disciplinary detention (work duty) occurs outside of normal school hours, after school on Thursday. When a student receives a detention, an email will notify parents of the situation. Parents will also receive notification that a detention has been completed. After three detentions, students will meet with the COSA Committee who may then recommend further disciplinary actions. A student must serve detention on the day assigned even if it falls on a game day, and the student will not be allowed to play in the game.
- **Probation:** Probation may be given for serious or major infractions or for an accumulation of detentions. When the faculty sees that a student is unwilling or unable to meet school responsibilities and function as constructive members of the school community, he or she may be placed on probation for a period of time up to one year. Students may have additional restrictions placed upon them. Restrictions might include ineligibility for games and other extracurricular activities. While on probation, students are responsible to prove that they are able and willing to make a commitment to the School's values. Should they become involved in further disciplinary matters while on probation, they may be suspended or dismissed from the School.
- **Suspension:** Violations of probation or the committing of serious or major infractions may lead to in-school or out-of-school suspension. In general suspension will be determined by the Head of Upper School, COSA, and the Head of School.

If a student is suspended out-of-school, he/she is not allowed on the school grounds at any time during the period of suspension. He/She is responsible for all academic work assigned during the period of suspension. Missed tests will be made up on the day of return. Out of school suspension is a clear signal that further infractions may lead to dismissal from Upland.

When a student receives an in-school suspension, he/she will be separated from classmates all day. The suspension will be served under the charge of a faculty member, and all scheduled and assigned academic work must be completed during the day. Probation for a period of time may follow any suspension.

- **Dismissal:** If a student has committed a major infraction because he/she has been unable to meet the basic principles of trust and the treatment of others as outlined by the School, he/she may be dismissed from the School at any time.

STUDENT ARRIVAL/DISMISSAL PROCEDURES

Upland does not provide transportation to school. Children generally ride either in car pools or on the public school buses. A current parent list is sent home via e-mail early in September and is a good resource for families desiring to make up a car pool. The Transportation Office in your public school district is the source of information concerning the public school bus schedules. Students may not ride home with another student or parent unless their own parents have given prior permission.

Persons who park in the school parking lots, park at their own risk and assume all liability for their vehicle. The school is not responsible for any damage to cars of employees or visitors who drive through or park in the school parking lots. This includes contents within the car.

PUBLIC SCHOOL BUS TRANSPORTATION

Bus transportation is provided by the following public school districts: Avon Grove, Coatesville, Downingtown, Kennett Consolidated, Octorara, Oxford, Unionville-Chadds Ford, and West Chester. Contact the Transportation Office in your school district to obtain information concerning bus schedules and to register for bus service. Drop-off and pickup for bus transportation is done in the Byrd Road parking lot. Students are not allowed to ride buses run by the public school district unless they are registered in that district, even if they are going home with a friend.

In order to ensure the safety and comfort of the driver and all passengers, Upland cooperates fully with the public school transportation officials to ensure appropriate student behavior while traveling between home and school. Rules may vary by school district. Disciplinary rules are clarified and enforced by the bus drivers and the school district. Bus drivers report all offenders to the School and COSA handles the disciplinary action. The second infraction of bus behavior will result in temporary suspension from the bus at which time transportation will become the family's responsibility. A third infraction will require removal from the bus for the rest of the year.

TRANSPORTATION BY CAR

Arrival:

- In order to separate bus traffic from car traffic, please drop students off *only* in the **car** lot (off Rt. 926)
- Students must be dropped off in the morning on the sidewalk only.
- Families who wish to walk their children into school must do so by way of the two crosswalks to make for predictable and safer traffic patterns.

Children must be escorted by parents when crossing the parking lots and cross walks.

Dismissal:

- Pre-Kindergarten (every day) and Kindergarten (Mondays and Fridays): 12:00 dismissal will be from the sidewalk.
- Kindergarten (Tuesday through Thursday) and Grades One through Five (every day): 2:50 dismissal will be from the Barn porch.
- Grades Six through Nine (Mondays and Fridays): 2:50 dismissal will be from the Barn porch. On Tuesday through Thursday: 4:20 dismissal will be from the Barn porch.
- All students will remain on the Porch or in the Gallery, depending upon weather conditions.
- There will be faculty members at the curb and on the porch with others as needed in attendance for supervision and safety, especially on Mondays and Fridays. For safety reasons, children can *only* be picked up by car at the curb, three or four cars at a time. No students can be walked to cars during dismissals. Each car should have a sign indicating family to be picked up (many out-of-division faculty do not recognize the family cars.)
- No child may be picked up by another's parent without written or verbal authorization from their own parent.
- Children who need to be picked up for doctor's appointments, after school lessons, etc. should be picked up before 2:45, and they must sign out in the Farmhouse before leaving. **Parents need to communicate by note or phone before 1:00 in such cases.**
- Students who are not picked up on time will be sent to After School Care in the Tech Center by 3:15 or 4:45 to wait for parent pick up. There may be an After School Care charge.

To ensure the safety of all, parent cell phone use while driving on campus is not permitted.

In addition:

- When the entire school is dismissed at noon, all children will go to the Barn porch and be dismissed from there to the car line.
- Parking at the School is limited, and we ask that you please obey the parking signs and use caution when driving on school property. Whenever possible during school events, please use the ice rink parking lot for

overflow parking. Please do not drive up the delivery access road that links the Student Center to the rink, nor use the access road through campus. See Arrival/Dismissal section.

- Students may ride a bicycle to and from school with parental permission and assumed responsibility. They may not ride them, or let others ride them, on campus. Bikes should be left outside the Student Center.
- Students may not drive to campus or to any special School events without permission from the School.
- Lower School parents will be provided with a transportation form to indicate what days their child(ren) will be taking the bus. It is very important to return this form to Mrs. Andrews.
- Please do not use the Bus lot for drop-off or pick-up due to safety and bus concerns.

PICKUP AFTER ACTIVITIES

Pickup after athletic contests and after-school events such as parties, dramatic productions and field trips, as well as after Lower School After-School Activities, is the responsibility of the parents. **It is very important that parents be prompt in arriving for pick up** because the faculty members who chaperone these activities must remain at the School until the last student has left. If you are in doubt about the correct pickup time, please call the Athletic Hotline or the office during regular school hours, or check the website.

SNOW DAYS, SNOW CLOSING PROCEDURES, AND EARLY DISMISSALS

One of the complications in our decision about weather closings has to do with the number of school districts that transport you to Upland. Another is the fact that weather conditions can vary enormously in the area. There will be occasions when Upland will close because of weather conditions despite what other districts may be doing. Most of the time, however, we will close according to the decision of Unionville School District.

Closings and Delayed Openings: School will generally be open, closed, or delayed two hours according to what Unionville decides. The School fully expects that children arriving by other delayed opening buses will be late to school, and we will adjust as best we can. The School will reach a decision about closing for weather by 5:50 a.m. after consultation with appropriate local resources. Our new automated telephone system will go into effect. Information will also be posted on the web site www.uplandccls.org. The television stations will be called to announce UCDS closing. Tune in to television stations 3, 6 or 10.

Early Dismissal: There are occasions beyond the School's control during which districts announce an early dismissal due to bad weather. If students normally ride the bus, they will go home by that method unless we are instructed to the contrary. (Parents need to keep tuned into the television stations or website to receive updated information during the day in order to make arrangements for students to be met at bus stops or at home.) Our automated phone system will call parents' home number, cell number, and daytime number, to inform them if there is an early dismissal. Transportation plans should be discussed between students and parents *before* coming to school on days on which an early dismissal may occur. (Students should *not* call home to get permission to leave under other circumstances, however, as that ties up the phones during an important time.)

Children will never be left unattended at school during bad weather although formal after school care will be canceled in situations where the school is closed due to inclement weather; parents will need to pick up their children as soon as possible so that faculty can get home safely. Early dismissals will also be posted on the website.

BEFORE-AND AFTER-SCHOOL CARE

Upland's Before- and After-School Care program is available to all Upland students from Pre-Kindergarten through Grade Nine. All school rules apply at both Before- and After-School Care.

Before-School Care ("Early Birds") operates on school days beginning at 7:30 am, and there is no charge. Care for Pre-Kindergarten through Grade One students is located in the Primary Center. Grade Two through Nine students should report to the Student Center (the downstairs of the Academic Center).

After-School Care, which is located in the Technology Center, runs from the time school ends until 6:00 pm. Parents must register their children for After-School Care prior to using the service. Registration forms, with rate information,

are emailed prior to the fall, winter and spring seasons. To ensure proper staffing, After-School Care is contracted and prepaid seasonally according to a schedule that closely follows the athletic schedule. Parents are expected to pick up their children on time, and a late fee of \$1.00 per minute is charged for children remaining past their registered pick up time. Mrs. Andrews, in the Farmhouse, can be contacted for more information, registration forms and schedules.

There may be a time when parents are late picking up their children at the regular dismissal at the end of the school day. These students will be sent to After-School Care (as stated in the "Dismissal" section above).

HEALTH AND SAFETY

MEDICAL ABSENCES

If a child is ill and must miss school, parents should **telephone the School office before 9:00 am** to tell Mrs. Andrews the nature of the illness and again if there is a change in diagnosis. Students should call a classmate for homework or check on-line. The School will gather assignments for absences of two or more days. On returning to school after an illness, students must present parental or medical written excuses to the School.

In accordance with state law, the following students shall be excluded from School: any student suspected of having a contagious condition such as chicken pox, pink eye, lice, impetigo, ringworm, or streptococcal infection. These students may be readmitted to School only with a certificate of recovery from a physician. Strep throat or any other contagious disease must be reported directly to Mrs. Andrews.

If a student sustains a serious injury, e.g., fracture, dislocation, stitches, etc., or undergoes surgery of any kind, parents need to communicate appropriate information to the School so that the child may be cared for adequately by faculty, administrators, and others.

If a student becomes ill at School, he/she must report to Mrs. Andrews before calling home. If the child is to be sent home, Mrs. Andrews will call the parents to determine how the situation will be handled.

WHEN TO KEEP A STUDENT HOME

If a child presents any of the following symptoms during the night or in the morning, he/she should stay home:

- a rash or skin eruption on the body
- nausea, vomiting, diarrhea
- persistent cough
- fever

Any of the above symptoms are forerunners of many diseases. If the ailment is a minor one, a day or two of rest will usually eliminate the symptoms. If the ailment is more serious, resting at home at the onset will help prevent complications. Remember, **KEEP THE SICK CHILD HOME** for his/her sake. Children learn very little if they don't feel well. The number of ill students who are sent to school is surprisingly high. More than likely, a student who does not feel well at breakfast is not going to feel any better after spending an hour or so at school. In the meantime, while at school he/she has already exposed his/her friends and classmates to the illness and increased the likelihood of their coming down with the same symptoms.

Keeping sick children at home provides for a healthy school environment and fewer lost days.

HEALTH EXAMINATIONS AND REQUIRED FORMS

Health and release forms must be on file in order for students to enter school in the fall and to participate in athletics or trips. These forms must be submitted before school begins in September or before preseason athletics.

- The School must be able to contact parents in case of emergency. At the beginning of each school year, the School will send parents a form on which to list emergency contact information. Please be sure to return this information to the School, and to inform the main office of changes that occur during the school year.

- All new students as well as each student in grades Pre-K, K, 1, 5, 6, 7, 8, and 9 must have a physical examination by his/her family physician before he/she can be admitted to any class.
- Students in Fifth through Ninth grades must have the forms filled out in their entirety, notifying the School that neurological and orthopedic checks have been done before they are permitted to participate in preseason or regular season sports. These examinations must be completed annually. See the Physical Education/Athletics Handbook for more detailed information.
- A "Certificate of Immunization" card completed by a physician must be on file for each child in all grades before he or she will be permitted to attend classes. This card is kept on file in the office and updated each year.
- Dental exams are required in Grades 1, 3, and 7.

OTHER HEALTH SCREENINGS

The following screenings are performed by a nurse from the Unionville-Chadds Ford School District who visits annually.

- Vision for all grades
- Hearing for grades K, 1, 2, 3, and 7
- Height/Weight for all grades
- Scoliosis for grades 6 and 7

OTHER SERVICES

Nurse: Upland does not have a nurse on campus. Mrs. Andrews is certified in First Aid and CPR. A nurse from Unionville School District does make occasional visits.

Medical Insurance: Parents' medical insurance provides the primary coverage for students enrolled at Upland. The School provides, at no additional cost, excess coverage that pays the portion of the bill that is not covered by your medical insurance for injuries sustained during school hours. The limit on the policy is \$10,000.

Guidance Counselor: Chester County Intermediate Unit (CCIU) provides a guidance counselor one day per week who works with children in individual and group settings to help them develop emotionally and socially.

Speech/Language Therapist: Chester County Intermediate Unit (CCIU) provides a specialist to work with students one day a week as needed.

SPECIAL MEDICAL REQUIREMENTS

Food Requirements -If a child requires a special diet due to religious beliefs or medical problems, parents should inform the School in writing before school opens in the fall.

Medications -Any medication required for a child must be provided to Mrs. Andrews in the Farmhouse. Parents need to make special note of allergic reactions and required treatment, especially any life threatening allergies, such as bee stings or nut allergies. Please note that students are not allowed to carry any medications, prescriptions, or over-the-counter medicines on their person during the school day.

AIDS -The School operates within the guidelines adopted by National Association of Independent Schools and state and local officials. Each case, whether student or adult, will be considered individually by a group that will include the Board President, School Counsel, and the Head of School in consultation with the attending physician. While recognizing that some diseases like AIDS are not casually transmitted, the School will make every effort to ensure that appropriate precautions are taken on a case by case basis.

FIRE DRILLS

Periodically the School will hold fire drills. The first several will be announced drills; thereafter, the drills will be unannounced. Students must follow the posted guidelines for the drills, maintain a quiet and orderly approach, and gather at the assigned area. Since these drills are important to help avoid the tragedies that can occur in fires,

the students' role in a successful fire drill is important. All adults, including visitors, are expected to participate in fire drills as well.

OTHER EMERGENCIES

All Upland faculty and staff receive biennial CPR and First Aid training. Upland has procedures in place for other types of emergencies, such as those related to weather, hazardous materials, or injuries.

SCHOOL GOVERNANCE AND ORGANIZATION

SCHOOL GOVERNANCE

Upland Country Day School is chartered in the Commonwealth of Pennsylvania as a nonprofit corporation and is exempt from taxation under section 501(c)(3) of the Internal Revenue code. The School is a member of and accredited by PAIS (Pennsylvania Association of Independent Schools), and is also a member of NAIS (National Association of Independent Schools) and many other organizations.

The School is governed by a 15 member, self-perpetuating Board of Trustees, who are the only voting members of the corporation. The Board of Trustees has ultimate responsibility for the School. The Board plans, develops and establishes the mission and philosophy of the institution, develops operating policies, assesses the performance of the School in all areas, and is responsible for the School's financial condition and its physical plant. The School's finances are fully audited annually by an independent auditing firm. Board members take leadership roles in fund raising efforts and participate in the major functions of the School through its committee structure: Finance, Personnel, Development, Trustees, and Building and Grounds Committees. The Board also selects the Head of School, delegates broad authority to the Head for all School operations and for implementing Board policies, and works cooperatively with that person.

Individual trustees do not represent particular groups or constituencies. Rather, Trustees are responsible to the institution as a whole. The Trustees Committee of the Board has the responsibility for identifying candidates for Board membership based on the School's needs. New trustees are elected by a majority of the voting Board members and serve three-year terms.

New trustees are elected by a majority of the voting Board members and serve three-year terms. One of the Co-Chairs of the Parents' Association serves as a non-voting representative to the Board.

As with many independent schools, Upland fosters an ongoing development program, engaging in fund raising initiatives to augment the operating budget as well as to fund periodic building and renovation projects, and to build the School's endowment. . The Upland Development Office subscribes to the National Society of Fund Raising Executives (NSFRE) Code of Ethical Principles and Standards of Professional Practice.

SCHOOL ORGANIZATION

Teacher: Within the School's guidelines for curriculum and policies, the teacher is responsible for directing the daily educational program. If a student or parents have any difficulty or problems with course work, classmates or other matters, they should go first to the teacher.

Advisor: Homeroom teachers serve as a student's advisor. The advisor will closely watch the student's personal, academic, and athletic progress throughout the year. The advisor will contact parents as patterns develop and will be available for conferences and other communications.

Head of the Upper School, Mr. Edgar: The Upper School Head supervises faculty, curriculum, and the daily administration of the school in Grades Six to Nine. Questions that cannot be answered by the teacher or advisor may be directed to the Upper School Head.

Head of the Lower School, Miss Ledger: The Lower School Head supervises faculty, curriculum, and the daily administration of the School in grades Pre-Kindergarten to Five. Questions about issues that cannot be answered by the teacher may be directed to the Lower School Head.

Administrative Assistants, Mrs. Andrews, Mrs. DiStefano, Mrs. Haines support faculty and students in various areas such as academics, development, and business.

Directors of Athletics, Mr. Schluter and Mrs. Stancato: The Director and Assistant Director of Athletics are responsible for equipment, inventory, the quality of program, scheduling, daily functioning of the department, and the implementation of the philosophy of the School in the athletic and physical education program.

Business Manager, Mr. Sailer: The Business Manager oversees the financial operations of the School, including the plant and its maintenance, tuition billing, paying bills, and collecting income due to the School. He also makes sure that the School complies with all federal, state and local guidelines and regulations having to do with the non-academic operations of the School.

Director of Admissions, Mr. Sailer: The Director of Admissions recruits qualified students to the School, develops admissions policies and procedures, administers financial aid in committee, and coordinates the School's marketing program.

Director of Development, Mrs. Singleton: The Development Director directs efforts of the various constituencies of the School with respect to raising money for the School's annual, capital and endowment initiatives. The Director of Development also serves as administrative liaison with the Parents' Association and Alumni Association as they pursue their activities and programs.

Director of Maintenance, Mr. Beck: The Director of Maintenance oversees and participates in the maintenance of the School, the grounds, and the services the School hires to support its physical plant operations.

Maintenance Assistance, Mr. Smith: Assists the Director of Maintenance.

Health Aide, Mrs. Andrews: As the School does not have a full time nurse, the Health Aide administers First Aid, contacts parents in the case of a child's illness, coordinates emergency procedures as necessary, and keeps current records pertaining to the health and welfare of each child and faculty member in the School.

Coordinator After-School Care, Mrs. Andrews: The Coordinator of After-School Care is the contact for registration and drop in calls.

Head of School, Mr. Suter: The Head of School works with all constituencies of the School to supervise the academic and extracurricular life of the School, supports the quality of student life, works with parents, trustees and others to support the School financially, and evaluates program and personnel in the School.

Guidance Counselor, Amy Musumecchi: The guidance counselor is provided by the Chester County Intermediate Unit. She is at Upland one day per week and is responsible for working with students on personal and social issues.

Speech and Language Specialist, Nancy Hashman: The Speech and Language Specialist is provided by the Chester County Intermediate Unit. She works with students one day per week.

Secondary School Placement, Mr. Manahan: The Director of Secondary School Placement makes every effort to support graduating students and their families as they decide upon a school after ninth grade.

Parents' Association: The Upland Parents' Association works on the School's behalf to support programs and activities and serves as an important communications link with the School. Parents and guardians are automatically members. The governing body of the Parents' Association consists of four co-chairs. Monthly meetings are held on the first Tuesday of each month during the school year and all parents are encouraged to attend. A list of the officers and homeroom parents is included in on the School website.

Homeroom Parents: Through the Parents' Association, two or three parents per class or grade typically volunteer to be Homeroom Parents. These individuals serve as coordinators between the Parents' Association, faculty, and parents for special class and school events. Their major responsibilities include attending Parents' Association meetings once a month, confirming attendance at school functions where advance notice is required, assisting in setting up for these events, and consulting with teachers to coordinate class parties. A list of the homeroom parents is located on the web site.

Alumni Association: The Upland Alumni Association is a volunteer group of Upland alums from many graduation years who support the School and its mission through hosting events and encouraging a close connection between the School and its alumni body.

STUDENT ORGANIZATIONS

STUDENT COUNCIL

The purpose of the Student Council is to provide opportunities for student leadership and for students to work with faculty and administration on student related issues. The Student Council also exists to set examples of good citizenship, to engender school spirit, and to contribute services which will benefit the students and School as a whole. The Student Council sponsors Upper School dances periodically during the year. Faculty and administration share in chaperoning these functions. The Student Council officers consist of the President, the First Vice President, the Second Vice President, the Secretary, and the Treasurer. Elections are held in the spring; Ninth Graders are eligible to hold office as long as they meet the standards set down by the Council. In addition to the officers, two representatives (three in Grade Eight) are elected by each Upper School class. Elections for representatives are held each fall. Representatives must also meet the academic standards set down by the Council.

YEARBOOK

The Cobbler's Knoll yearbook is student-produced by a group of Eighth and Ninth graders. The Ninth graders serve as editorial staff in the following roles: Editor-in-Chief, Seniors Editor, Graphics Editor, Sports Editor, and Activities Editor. Eighth grader staff members are chosen in the fall from a pool of interested applicants. They make a two year commitment and assist the editors while learning the various jobs. They will take the leadership roles in their Ninth grade year.

PEER MEDIATION

The Peer Mediation group consists of Seventh, Eighth, and Ninth graders who show interest in helping resolve conflicts between Lower School students. Mediators attend training sessions in the summer on how to mediated conflicts between younger students and learn to actively listen in order to help students come up with solutions for their problems. Peer mediators make a year long commitment to the program in which they coordinate outreach to Lower School students, facilitate classroom lessons on topics that deal with social concerns, and mediate daily situations on the playground. In the spring, interested students submit an application, including teacher recommendations, to the faculty coordinator who then selects the peer mediators for the following year.

NATIONAL JUNIOR HONOR SOCIETY

The National Junior Honor Society was founded in 1929 in order to recognize and encourage academic achievement while developing other characteristics essential to citizens in a democracy. Election to the Society is based on five criteria: scholarship (minimum of B+ average), citizenship, service, character, and leadership. Upland Country Day School has been a member of the Joan M. Stroud Chapter of the NJHS since 1980. Only students in Eighth and Ninth grade at Upland are eligible to be elected to the Society. Induction of the new members occurs on Class Day each year.

UPLAND PARENTS' ASSOCIATION AND OTHER INFORMATION FOR PARENTS

UPLAND PARENTS' ASSOCIATION

The Upland Parents' Association is an important part of the school; in addition to raising funds, the UPA provides the manpower without which a number of events could never occur. The Upland community benefits from the Parents' Association in many ways. The UPA organizes the Welcome Back Picnic, "Buddies" for new families, the Used Sports Equipment Sale, Halloween decorations for the campus, a series of Informational Parent Coffees, Breakfast with Someone Special, the Faculty Appreciation Breakfast, and lunch on Field Day. Each class also benefits from the "homeroom parents", who help to coordinate class parties. Some of the fundraising activities the Parents' association runs are the Scrip Program (prepaid gift cards which earn the school up to 25%), Pizza Wednesdays, the Holiday Gift Shoppe (two full days of holiday shopping, and Santa's Workshop in the Barn), *Vini e Stuzzichini* (a wine tasting and gourmet food pairing event), Boxtops for Education, OneCause (membership to a network of online retail sites), and the Auction.

The Buddy System: Upland provides assistance to parents of new students through a Buddy System coordinated by the Parents' Association. New parents will receive a call from a Buddy who is a special contact person for any questions.

Volunteering: There are many ways parents can help at the School, and you are always welcome. If parents are interested in volunteering their time or contributing in other ways, they can do so through the Parents' Association or the school administration. Please don't hesitate to step forward and offer your talents or resources.

Biennial Auction: This event is sponsored every other year by the Parents' Association. It's an evening of food, fun, and fund-raising and includes a rousing live auction of exceptional goods, services and imaginative items, as well as a silent auction. Parents are asked to help out by working, donating items, and attending this gala event. You won't want to miss it.

Holiday Gift Shop and Book Fair: This annual event showcases local craftspeople, including some of Upland's own artisans. A Santa's Workshop provides an opportunity for children to shop for parents, siblings, and friends. Baked goods, greens, and an expansive book fair round out the event. Volunteers are needed to help organize and work at the bazaar. Come and do all your holiday shopping.

COMMUNICATION

Open communication between parents and the School is necessary for the success of each student. Questions or problems about a child's program should be addressed as soon as possible to enable quick resolution. In general, whenever a question or concern arises, parents should contact the faculty member closest to the situation that causes the concern. The School Organization section in this Handbook may help determine the appropriate individual to contact. It is important that parents and faculty continue to communicate until an issue is resolved. The School often communicates in writing to parents, either through the mail, e-mail, or by sending information home with students. These communications contain important information--please take time to read them. Upland provides the following sources of information to notify families of upcoming activities:

- **The Upland Website (www.uplandcds.org):** The website is an excellent source of information about all aspects of Upland
- **School Calendar:** The calendar is posted on the website (www.uplandcds.org). This calendar lists all the various activities and events throughout the school year, such as athletic games, drama and music performances. Contact Mrs. DiStefano if you have any questions about the calendar and school events.
- **"NEWS from Upland":** Twice a month the School publishes a newsletter listing and describing upcoming events that is posted on the web. Each time a new edition comes out, an email is sent to all parents providing a link directly to the newsletter.

- **Other Mailings and Publications:** During the course of the year, mailings that include invitations, announcement of special meetings, grades and comments, and regular publications from the School's Development Office will be sent.
- **Academic Communications:** Communication regarding academic progress is made through parent-teacher conferences and written progress reports. See the Academics section in this Handbook for more information.
- **Parents' Night:** There is an annual All School Parents' Night early in the school year that encourages faculty-parent contact and conversation.
- **Messages:** To get a message to their child during school hours, parents should call the school at 610-444-3035. Mrs. Andrews will make every effort to see that the message gets to the child. Please **call before 1:00 pm**; otherwise, we cannot guarantee a message will be delivered before school ends. If parents would like to leave a message for a teacher, they may call Mrs. Andrews or they can email the teacher directly.

LUNCH

Using the school's website, student lunches can be ordered from an outside vendor or students can bring their own lunch. Additional snacks are sold to Upper School by Student Council members. Pizza lunches, organized by the Parents' Association, may also be sold to help support School programs. Order information can be accessed through the "Parents" portion of the website (www.uplandcds.org) and instructions are sent home to parents at the beginning of each school year.

PARTIES

Upland recognizes that parties and social gatherings outside the School are an integral part of the School's social experience. The School does not accept responsibility for such events, but **because Upland is a small community we urge particular sensitivity to those times when *most of the boys/girls in a class are being invited to a party, but not all.*** Please help your children learn to be compassionate by suggesting that all children in the class be included. Invitations should be mailed and not delivered at School. Students need written permission slips to leave School for after-school parties if there is a change in their normal transportation arrangements. Please note that school districts do not allow children who are not registered for bus service in that district to ride the buses.

GIFTS TO FACULTY

Gift giving to faculty is entirely your option. Gifts can be given by a child (or family) or by an entire classroom if arranged that way by homeroom parents or other interested parents. For example, on occasion, books are donated to the School's library in the name of faculty or cookies or breads are baked for faculty.

SECONDARY SCHOOL PLACEMENT

Discussions about the procedures and process of applying to a secondary school will begin in the spring of Seventh grade. Discussion continues in the Eighth grade year. Because placement in a school is an individual process, students and families will meet individually with the Director of Secondary School Placement during the summer between the Eighth and Ninth grade years to begin the process of choosing a secondary school. At those times more specific information about day, public and boarding school options will be given.

DIVERSITY

Upland Country Day School welcomes students, faculty and staff of any race, religion, color, or nationality. The school does not discriminate in its administrative policies or in the administration of its programs.

The School recognizes the diversity of traditions and religious beliefs that make up the community and celebrates them through assemblies, presentations, research projects, songs, prayers, and stories throughout the school year.

In order to fulfill our Upland Mission, we will make a continuous effort to become

- A diverse school community whose board members, staff and students feel secure sharing their family traditions, values, and history with others. (Trust)
- Service oriented citizens who reach out to neighbors of all cultures through community partnerships. (Understanding)
- Authentic individuals who protect the uniqueness of self and others as we work toward justice and celebrate human dignity. (Responsibility)

MISCELLANEOUS

PERSONAL PROPERTY

Students should not bring personal items to school unless required for the academic or physical education programs. Please **label** all belongings, including jackets and clothing, with the student's name. Upland does not have lockers; students have open "cubby" areas in which to store jackets, backpacks, and other belongings. The School is not responsible for loss or damage to personal property. Weapons of any type are strictly forbidden.

Lost and Found: Both the Academic Center and the Barn have lost-and-founds. Please check the Division Head's office area and the Athletic Director's office for lost items. The School accepts no responsibility for lost items. We encourage students not to bring expensive items, large sums of money or jewelry to School. If special arrangements need to be made for items connected to study (such as laptop computers), students should consult their advisor and/or Division Head. Lost items should be reported to the teacher so that a search can be made. Finding lost materials will be made easier if students label their belongings.

Cell Phones: The use of cell phones by students is **NOT** permitted while on campus. All cell phones must remain off and in backpacks. A student may ask a faculty member to use a cell phone. If permission is granted by a faculty member, a student may use a cell phone under the direct supervision of a faculty member. Students who violate this procedure will have their cell phone taken and given to the Division Head. Parents will then have to retrieve the cell phone.

Electronic Games and Devices: No Gameboys or electronic devices (games), ipods, iphones, etc are to be used during the school day, including at dismissal. ipods and personal listening devices may not be used during school hours unless permission has been granted by a faculty member.

STUDENT PHONE CALLS

Students should organize and talk over plans with parents before coming to school, so there should be little reason to use the phone during the school day. However, if students must use the phone, they may use only the phone outside the Head of School's office and with permission from Miss Ledger, Mr. Edgar, Mr. Suter or Mrs. DiStefano.

ASSEMBLIES/COLLABORATION

Each Monday there is an Assembly in the Barn for Grades One to Nine. On Friday mornings there is an Assembly for Grades PreK to Nine. Periodically, the Friday Assembly time is used for Upper and Lower School grades to collaborate (usually on a monthly basis) on a special project. This collaboration is an opportunity for younger and older students to get to know one another, perhaps work on a topic of special interest to each grade, or to do something fun together. Assemblies are a forum for many things, including presentation of awards, performances, ninth grade speeches, pep rallies, book readings, story telling, or project presentations. We are also fortunate to have special assemblies throughout the year, whether because of an outside performer who has come to campus or because of a special Upland community event; these other assemblies are scheduled as needed. Parents are always welcome to attend.

YEAR END CELEBRATIONS

Grade Nine Book Dedication Assembly: One unique tradition at Upland is that each spring, the Librarian chooses a new book for the Library in honor of each Ninth grader. These books are publically dedicated during an Assembly in May.

Awards Assembly: Recognitions such as National Latin Exam awards and Peer Mediation certificates are presented to students at an Awards Assembly, which is usually held the Monday before graduation.

Class Day: Class Day is a special ceremony where year-end awards are given for Grades Four to Nine, National Junior Honor Society inductions occur, and other special presentations are made. Children come to Class Day in special dress, and all students in grades 4-9 are expected to attend. Class Day is held on the day before graduation.

Graduation: Graduation at Upland is one of the most special ceremonies of the school year--a time of closure for all and a tradition through which the younger students build anticipation for their future years at Upland and for the honors which are bestowed on this day. The sense of Upland Family seems to be no greater than on this special day. All students in grades 4-9 are required to attend the Graduation ceremony, and parents and younger children are encouraged to attend. Additional activities are held in the days preceding the ceremony, including a traditional dinner for the Ninth Grade hosted by the Eighth Grade and a dance for the Upper School. Detailed information on these events is mailed to parents in the spring.

FINNISH PROGRAM – UPLAND OVERSEAS

Upland Overseas, the Upland-Finnish Exchange Program, began in 1977 to provide students with a first-hand international perspective using student exchange and foreign travel with an athletic focus as a vehicle for sharing friendship even when language might be a barrier. It is a unique program that connects two cultures and builds an ever-growing family.

The program has two components. First, each year Upland welcomes at least one boy and one girl from the area around Turku, Finland to spend the year as members of our 9th grade class. These students generally come to us from the TPS Ice Hockey Club and Lahjan Tytöt, an aesthetic gymnastics club, and live with Upland families for the duration of the year. The students quickly become members of their host families as well as members of the larger Upland family.

In addition, each March Upland's 8th and 9th grade students (boys one year, girls the next, and so on) travel to Finland for 10-14 days to learn about the history and culture and to play ice hockey and other sports with Finnish teams. The highlight of the trip is the annual visit to Turku where students stay with host families and visit with alumni. The town of Turku opens its arms to our travelers and immediately our students feel as if they have found a home in a country that they thought would be foreign to them. Every three to five years, the Upland community welcomes teams from TPS and Lahjan Tytöt for a cultural exchange on this side of the Atlantic. This is always a much-anticipated chance for Upland's American and Finnish alums to reconnect and reminisce as well as to make new friends.

JOHN M. CLEVELAND RINK/CHESTER COUNTY SKATING CLUB

Upland owns an indoor ice skating rink located on the south side of the campus off of Byrd Road. The rink is dedicated to Dr. John M. Cleveland, who was Upland's Head of School from 1962 to 1981. The School uses the rink during school hours and certain other times for ice skating and hockey activities. The facility is leased by the Chester County Skating Club (CCSC), which uses the rink during non-School used hours. While not directly affiliated with the School, the skating club works closely with Upland in the maintenance and operation of the rink

Enrollment at Upland does not guarantee membership in the skating club or a spot on a club hockey team. **If you are interested in joining the skating club and having your child participate on a club hockey team, you will need to get your application in early, as the teams begin to form in the spring and many levels have waiting lists.** In order to use the rink during non-school times, you must join the CCSC. Information on club membership is available from the rink office at 610-444-5119 or on the web at <http://www.ccscougars.com/>.

ADMISSIONS

Families who wish to enroll their children at Upland go through an admission process, which includes an evaluation, submission to Upland of records and recommendations from the previous school, and in Grades 2 through 9, a visit to the School.

As a small school, Upland has limited space in all classrooms. The School gives priority for the available space to siblings of children enrolled at Upland. **It is important that applications for siblings be submitted, at the latest, by the fall of the year prior to the September that the child is to begin school.**

The most productive form of outreach that we have at Upland is the positive comments that parents make to their friends and neighbors about their child's experience here. Please help us spread the good word about Upland.

FINANCIAL AID

Limited financial aid is available to qualified applicants. All financial aid grants are awarded based on financial need. Information about the School's financial aid policy is available in the Admissions Office and on the website. Parents interested in financial aid need to speak with Joseph Sailer, Director of Admissions.

FUND RAISING

Like all independent schools, Upland engages in various levels of fund-raising to supplement the day-to-day operations of the School, undertake large-scale building projects and program development, and to strengthen our endowment for current and future needs. Upland's fund-raising programs are coordinated by the Development Office and overseen by the Development Committee of the Board of Trustees.

The Annual Fund includes all moneys raised during a fiscal year to augment the operating budget and capital needs. Annual Giving and the fund-raising initiatives of the Upland Parents' Association are the primary components of the Annual Fund

Annual Giving is an ongoing fund-raising program coordinated by the Development Office. Each year, volunteers contact current Upland families and alumni, grandparents, former parents, and friends to ask for their support. Leading the way is the Board of Trustees and the faculty whose tradition of 100% participation has set a wonderful example for the Upland community for many years. The School hopes that each family will participate at their level of ability to give and encourages 100% participation by our parents. Annual giving is very important to the School's operating budget, as tuitions only cover 86% of the cost to educate each child at the School.

Parents' Association Fund-Raising Initiatives are an important part of the Parents' Association mission. All fund-raising efforts are coordinated through the Parents' Association with the advisement of the Development Office.

Capital Campaigns are conducted periodically to fund special needs that cannot be met by the yearly operating budget. The needs are generally divided into two categories: "**bricks and mortar**," which includes buildings, site renovation and major equipment or materials; and "**endowment**", the income from which supports salaries, professional development, program development, campus and building maintenance, and financial aid.

Planned Giving: A planned gift is any charitable gift, current or deferred, which is carefully designed--usually with professional advice--to optimize a donor's financial, tax, and estate plans while helping to secure the long-term financial security of one or more recipient institutions.

APPENDICES

STUDENT DRESS CODE

Upland expects students to dress in ways that are appropriate to the occasion, be it academic, athletic, social, or recreational. Students are expected to be properly dressed and groomed each day. The faculty monitors attire and handles cases of inappropriate dress through the School's discipline system. Clothing should be clean, in good condition, and fit properly.

General:

- It is the responsibility of the parents to see that their children come to school dressed according to the Dress Code

Upland expects students to dress in ways that are appropriate to the occasion, be it academic, athletic, social, or recreational. Students are expected to be properly dressed and groomed each day. The faculty monitors attire and handles cases of inappropriate dress through the School's discipline system. Clothing should be clean, in good condition, and fit properly. Please adhere to the spirit as well as the letter of the guidelines. Specific guidelines are as follows:

Girls:

- Non-revealing shirts with collars and sleeves (as well as under sweaters)
- Sweaters & fleeces
- Slacks, shorts, skirts, or dresses with sleeves
- Shorts, skirts and dresses must be no shorter than two inches above the knee
- Shoes require backs; heels can be no higher than two inches
- Belts must be worn with pants that have belt loops (optional for PreK and K)

Boys:

- Shirts must have collars and be tucked in
- Sweaters & fleeces
- Slacks or shorts
- Sneakers or street shoes (no high top or "skate" sneakers)
- Belts must be worn with pants that have belt loops (optional for PreK and K)

General:

- Skin must be covered from neckline to hemline
- Blue jeans, tee shirts, sweat shirts or other athletic clothing may only be worn on Tag Days
- Outdoor attire may only be worn outdoors
- Bermuda-type shorts or capris and sandals (with backs) may be worn from Spring Break until October 31
- Hair needs to be neatly groomed, conservative, and of a natural color (boys' hair off the collar)
- Hats may only be worn outside (except on designated Tag Days)
- Boys may not wear earrings in school

Special Dress (for concerts, away games, etc.): Boys will wear coats and ties, dress shirts and pants, and street shoes. Lower School boys do not need to wear coats. Girls will wear blouses, sweaters, skirts, or dresses, and dress shoes. Sneakers may not be worn. Girls may wear sandals with straps. The School will advise parents which occasions require Special Dress through the Weekly Calendar and/or written notification. Other requirements may be defined by teachers or administrators as needed.

POLICY ON LEARNING DIFFERENCES

Upland Country Day School is an elementary day school for grades prekindergarten to nine, designed to serve students ranging from solid average academic achievers to the academically gifted. We do not specialize in serving students with specific learning disabilities or concentration disorders. However, we realize that all schools have students with these conditions in varying degrees. In order to provide assistance to children with such conditions, we have learning resource specialists on our faculty who support our teachers in helping them to serve all students, particularly those who might have difficulty in class for a variety of reasons.

An important part of this support is helping teachers understand the nature of learning disabilities and concentration disorders.

The learning resource specialists also work with students who have learning differences documented by a formal evaluation. These services are not meant to constitute a separate or individual program for learning disabled children, but rather are designed to help children who are able to succeed in the regular education program with specialist support, through consultation or occasional supplemental instruction in a small group setting. If the level of support a child needs to find success with our curriculum is greater than our resources, we will encourage that child's family to seek private tutoring for their child. Our faculty will always work with these tutors and families to make the tutoring meaningful to our curriculum.

A multi-disciplinary team comprised of such professionals as classroom teachers, learning resource specialists, school counselors, division heads, and others, convenes weekly to discuss any students who may be in need of resource services in order to achieve their academic potential. This team will first identify the issues and will recommend and assist parents in obtaining suitable assessment as appropriate. Once a student has been identified by an appropriate professional as needing special resource assistance, the team, along with the child's parents, will discuss the level of services needed to reach appropriate goals and provide support to the child's teachers.

It should be noted that while our emphasis always is on helping all children to learn effectively, adjustments that the school can provide are limited. Modifications can only be made when the remedies fall within the existing resources, policies and facilities, and when they do not cause an undue hardship on the school, its faculty and its students.

The multi-disciplinary team will conduct an annual review of the student's growth to determine if the school can continue to meet the student's needs. This review will be conducted at mid-year, prior to sending letters of invitation to enroll for the subsequent school year. For those students who continue to require special services, formal evaluation will be required every three years.

It is always our hope that every child admitted to Upland Country Day School will graduate from the school, but even with all of the care and support we give to every child, this is not always possible. The multidisciplinary team sometimes finds that even after receiving specifically designed educational support services and intervention strategies as described above, a child may continue to exhibit either a lack of academic progress or a pattern of situationally inappropriate behavior of such frequency, duration and intensity that it disrupts that student's own learning or the learning of others. In these cases, the team may have to meet with the child's parents to discuss educational options other than Upland Country Day School. If the team determines that Upland Country Day School is not an appropriate placement for the child, the team will work with the child's family to explore alternate appropriate placements whenever reasonably possible. Again, our goal is to serve our children and families within the context of our available resources.

UPLAND COUNTRY DAY SCHOOL ACCEPTABLE USE POLICY

The Upland Country Day School Technology Department staff supports UCDSNET which includes, but is not limited to, Upland Country Day School's network, email system, servers, computers, printers, ipads, ipods, telephones and other technologies, such as ActivBoards. We provide ongoing assistance throughout the year to our students and employees. Upon presenting any personal Apple educational tool to be assigned an IP address required for assignment to UCDSNET, the user agrees to Upland Country Day School's Acceptable Use Policy (AUP) and Upland Country Day School's Web 2.0 and Social Media Policy. Please note that all personal and school technological devices including but not limited to computers, cell phones, tablets, and MP3 players fall under the guidelines found in the Upland Country Day School Acceptable Use Policy and the Upland Country Day School's Web 2.0 and Social Media Policy. These guidelines are in place regardless of network connectivity. The fore mentioned policies are found in both the Employee and Student Hand Books.

All students are required to attend an orientation session conducted by homeroom teachers at the beginning of the school year to discuss the school's expectations for student conduct as it relates to technology. Please review this policy closely. It is the complete source of the school's specific rules that apply to your use of Upland Country Day School's electronic equipment or your personal technology on campus, students' online conduct in e-mail, social networking sites, all Web 2.0 activities, etc.

Students may have digital storage space for their academic work available on the school server. Teachers of various areas of study request this space and distribute such information to their students.

Upland Country Day School provides a variety of electronic equipment, media, and services for school community members. Academic work takes precedence over other use. By and large, your use of school equipment is governed by policies already in place in the student handbook: Understanding, Trust, and Responsibility.

Acceptable Use Policy: Students will govern our technology use in accordance with the standards of Upland Country Day School's Honor Code:

"I will strive at all times and to the best of my ability and maturity to conduct myself in a manner which will bring credit to my school and myself; to act responsibly and decently; to try to understand all sides of any situation; to be helpful to others; to trust my schoolmates and teachers to be fair and honest; and to keep my school clean and attractive.

I will respect the property of the School and other students at all times; I will not damage or deface others' property; and I will not borrow or take others' property, no matter how small, without permission.

I will abide by all school rules as stated in the Student Handbook and work in a positive manner to support my classmates, the faculty and the School."

In order to apply these standards to UCDSNET, students need to remember that digital information is a form of property and electronic mail (e-mailing and Instant Messaging) is a form of speech.

The following standards must be honored:

E-Mail and Text Messaging are:

- to be used as a positive and productive means of communication;
- to be considered the same as paper mail;
- easily distributed to others so use care when sending it.

Passwords are:

- individual private property. Therefore, the use of someone else's password is a form of theft;
- a virtual representation of that individual. It is not acceptable to use a computer that is logged in under another's username and password.

Commercial software is:

- meant to be purchased. Students who didn't buy it, shouldn't use it.
- not to be distributed to others.

UCDSNET and Internet Access: Safety and Respect

- Treatment of others in virtual social interactions like MySpace, Facebook, e-mail and Instant Messaging should be governed by the same respectful code of conduct that we use at Upland Country Day School.
- Upland Country Day School entrusts students to make wise choices about the content they access via UCDSNET. Obtaining and/or distributing material that is pornographic, violent or otherwise hurtful will not be tolerated, and may, with permission of the Head of School, result in files or communications being examined.
- We are a community in which all members are expected to show mutual respect and compassion for others. As such, there are certain responsibilities that come with the privilege of being able to use the school's network and physical equipment. Since this network reaches beyond Upland Country Day School, all members of the community are expected, at all times, to act as ambassadors for the School when using these resources. All Upland Country Day School students are expected to understand that school rules apply to the use of the Upland Country Day School network. Students will abide by them in letter and spirit, and understand that violating them will result in disciplinary action by the School, up to and including dismissal.

A number of educational institutions use the acronym LARK to remind their students to honor internet principles and etiquette. All users of UCDSNET are asked to honor these internet principles and etiquette by asking themselves if their actions are :

L: Legal A: Appropriate R: Responsible K: Kind

UCDSNET Privacy Expectations Upland Country Day School's network resources, including all telephone and data lines, are the property of Upland Country Day School. Upland Country Day School does not routinely monitor an individual's use of the network, the contents of e-mail, or the contents of voice mail; however, such monitoring may occur when required to protect the integrity of the system, to comply with legal obligations, or when deemed necessary. Users should not send, receive, browse, post, share, or take part in any activities which could be considered as compromising our school's guiding principles. Although the School will, to the extent possible, respect the privacy of all legitimate users on the network, it does reserve the right to conduct routine maintenance and track problems that might interfere with the function of the network. In such cases, contents of e-mails or voice mails may be inadvertently revealed. In addition, Upland Country Day School reserves the right to access, view, collect, or monitor any information or communication stored on or transmitted over the network in the course of an investigation of impropriety. This will only happen with the specific and express permission of the Head of School, but as a matter of course users must recognize that there is no guarantee of privacy associated with their use of the School's technology resources. Users should not expect that e-mail, voice mail, or other information created or maintained in the system (even when marked "personal" or "confidential") is private, confidential, or secure.

Revised: 7/28/2011

Upland Country Day School Web 2.0 and Social Media Policy

Introduction

Web 2.0 and social media are powerful communications tools that have a significant impact on organizational and professional reputations. Because they blur the lines between personal voice and institutional voice, Upland Country Day School has adopted the following policy to help clarify how best to enhance and protect personal and professional reputations when participating in web 2.0 and social media activities.

Web 2.0 and social media are defined as media designed to be disseminated through social interaction, created using highly accessible and scalable publishing techniques. Examples of web 2.0 activities include but are not limited to blogs, vlogs, picture sharing, wikis, podcasts, internet forums, video, email, instant messaging, music sharing, VOIP, wall posting, and virtual game worlds. Examples of social media include but are not limited to LinkedIn, Twitter, Facebook, YouTube, and MySpace.

Both in professional and institutional roles, students and employees need to follow the same behavioral standards online as they would in real life. The same laws, professional expectations, and guidelines for interacting with students, parents, alumni, donors, media, and other school constituents apply online as in the real world.

In order to preserve a healthy relationship between the employees of Upland Country Day School and the current students, no employees should “friend” any student on any Social Media site as described in paragraph two of this document.

Employees and students are liable for anything they post to social media sites.

Section 1: Policies for all Web 2.0 and Social Media Sites, Including Personal Sites

- **Protect confidential and proprietary information:** Do not post confidential or proprietary information about Upland Country Day School, students, employees, or alumni. Employees, students, and all members of the Upland Country Day School community must follow the applicable federal requirements such as FERPA and HIPA, as well as PAIS, DAIS, or ADVIS regulations and school handbook policies. Adhere to all applicable school privacy and confidentiality policies, particularly those involving the well-being of our students and employees. Employees and students who share confidential information do so at the risk of disciplinary action or termination. If you are not familiar with these terms, policies, and their implications, please do research to find out how they impact you.
- **Respect copyright and fair use:** When posting, be mindful of the copyright and intellectual property rights of others and of the school. If you are not familiar with these terms and their implications, please do research and find out how they impact you!
- **Don't use Upland Country Day School logos for endorsements:** Do not use the Upland Country Day School logo or any other school images or iconography on personal web 2.0 or social media sites. Do not use Upland Country Day School's name to promote a product, cause, or political party or candidate.
- **Respect the time and property of Upland Country Day School:** School computers and time on the job are reserved for school related business as approved by your superiors and in accordance with the **UCDS AUP for Technology** document.
- **Terms of service:** Obey the Terms of Service of any web 2.0 and social media platform employed.

Section 2: Best Practices

This section applies to those posting on behalf of an official school department, though the guidelines may be helpful for anyone posting on web 2.0 and social media in any capacity.

- **Think twice before posting:** Privacy does not exist in the world of web 2.0 and social media. Consider what could happen if a post becomes widely known and how that may reflect both on the poster and the school. Search engines can turn up posts years after they are created, and comments can be forwarded or copied. If you would not say it at a conference or to a member of the media, consider whether you should post it online. If you are unsure about posting something or responding to a comment, ask your superior for input or contact the Head of School.
- **Strive for accuracy:** Get the facts straight before posting them on web 2.0 or social media. Review content for grammatical and spelling errors. This is especially important if posting on behalf of the school in any capacity. (See “Institutional social media” below.)
- **Be respectful:** Understand that content contributed to a web 2.0 or social media site could encourage comments or discussion of opposing ideas. Responses should be considered carefully in light of how they would reflect on the poster and/or the school and its institutional voice.
- **Remember your audience:** Be aware that a presence in the web 2.0 and social media world is or easily can be made available to the public at large. This includes prospective students, current students, current employers and colleagues, and peers. Consider this before publishing to ensure the post will not alienate, harm, or provoke any of these groups.
- **On personal sites,** identify your views as your own. If you identify yourself as an Upland Country Day School student, faculty or staff member online, it should be clear that the views expressed are not necessarily those of the institution.

- **Photography:** Photographs posted on web 2.0 and social media sites easily can be appropriated by visitors. Consider adding a watermark and/or posting images at 72 dpi and approximately 800x600 resolution to protect your intellectual property. Images at that size are sufficient for viewing on the Web, but not suitable for printing.

Section 3: Institutional Web 2.0 and Social Media

If you post on behalf of an official school department, the following policies must be adhered to in addition to all policies and best practices listed above:

- **Notify the school:** Departments that have a web 2.0 or social media page or would like to start one should contact the Head of School.
- **Acknowledge who you are:** If you are representing Upland Country Day School when posting on a web 2.0 or social media platform, acknowledge this.
- **Have a plan:** Departments should consider their messages, audiences, and goals, as well as a strategy for keeping information on web 2.0 and social media sites up-to-date.
- **Link back to the school:** Whenever possible, link back to the Upland Country Day School Web site. Ideally, posts should be very brief, redirecting a visitor to content that resides within the Upland Country Day School Web environment.
- **Protect the institutional voice:** Posts on web 2.0 and social media sites should protect the school's institutional voice by remaining professional in tone and in good taste. No Upland Country Day School student or employee should construe its web 2.0 or social media site as representing the school as a whole. Consider this when naming pages or accounts, selecting a profile picture or icon, and selecting content to post—names, profile images, and posts should all be clearly linked to the individual rather than to the institution as a whole.

PRE-ARRANGED ABSENCE FORM

Student _____ Grade _____ Date Of Absence _____

Advisor _____ Reason For Absence _____

Handed To Student: Date _____ Time _____ By _____

It is the responsibility of you, the student, to take this form around to all your teachers and ask them if it is advisable to take time off for any special trip or circumstance with your family. This form is also for the purpose of communication between teachers and parents so that everyone is aware of the absence and can plan accordingly. Please be aware of scheduled tests and quizzes and any projects that will be due. It is advisable to complete work ahead of time or take such quizzes and tests early rather than miss them. Teachers should write comments below and explain any work that will be missed or any work that can be completed during the absence.

Return this completed form to the head of Upper School upon your return.

SUBJECT OR ACTIVITY

English

Mathematics

Foreign Language

Science

History

Fine Arts (Music/Art)

Athletics

Homeroom Teacher/Advisor Comment

I have looked at the above comments and agree to complete the work necessary as suggested by the teachers.

Student Signature

Date

Parent Signature

Date

Head of Upper School

Date

THE UPLAND “LETTER”

Letters are awarded to Upland students for outstanding contributions to school life. These letters are earned by accumulating points for various achievements beginning when a student enters sixth grade. Letters are awarded as points are earned. For students who begin accumulating these points in the sixth grade, the total number of points needed to earn a letter is 1400. For students entering Upland after sixth grade, the required 1400 points will be reduced appropriately. A schedule of points required of students entering Upper School to qualify for the Upland “letter” follows:

Grade Entered	Points Needed for Letter
6th grade	1400 points
7th grade	1125 points
8th grade	800 points
9th grade	425 points

These totals should not be considered to be an annual maximum or minimum for those accumulating points over a period of years. A student may gather more or less in any one-year as long as the prescribed total is reached. It should be further understood that there will be no reduction in the prescribed total for students who leave Upland before graduation. The Upland U points stand for outstanding contribution; therefore, motivation and/or citizenship grades must be 1s and/or 2s in the activity to qualify for the points in that specific area. Just participating in an activity does not guarantee full allotment of points. Since a 3 is considered average a student receiving a 3 or below in motivation or citizenship in athletics or chorus will not be allotted the Upland U points for outstanding contributions. In activities such as the play, student council, yearbook, the allotment of points is at the discretion of the moderator.

Example 1: a student receives a motivation and/or citizenship grade of 3 in lacrosse; that student does not earn any participating points for that season.

Example 2: A student receives a motivation and/or citizenship grade of 3 in chorus; that student does not earn participation points in the upcoming concert.

Example 3: A student has a lead in the play but because he/she was uncooperative during practices he/she receives few points. Another student may have worked really hard while designing and painting the set and therefore receives the maximum points.

CLASS DAY AWARDS

HIGHEST ACADEMIC AWARD (Grade Four to Nine) is given to that student in the class who has achieved the highest average in all subjects for the year.

HIGHEST MOTIVATION-CITIZENSHIP AWARD is given to that student in the class who has achieved the highest average in motivation and citizenship in all subjects for the year.

THE UPLAND LETTER (Grade Six to Nine) is awarded to students for outstanding contributions to School life and is earned for various achievements including leadership, scholarship, citizenship and participation.

JOAN M. STROUD CHAPTER of the NATIONAL JUNIOR HONOR SOCIETY is awarded to students who have demonstrated exemplary character, scholarship, leadership and service, shows courtesy by assisting visitors, teachers, and students, according to the National Junior Honor Society guidelines. Membership in the Joan M. Stroud Chapter of the National Junior Honor Society is an honor bestowed upon a student. Selection for membership is by a five-member faculty council and is based on outstanding scholarship, character, leadership, service and citizenship. The selection process is in two parts. The first part focuses on the minimum academic standards to be eligible for consideration. To be academically eligible:

- A student must be in the eighth or ninth grade
- A student must be taking five academic courses and must have a cumulative average of B+ (87.0) in those five courses during the school year prior to induction

The second part of the selection process entails an evaluation by the faculty council of academically eligible candidates on the basis of four categories: character, leadership, citizenship, and service according to the NJHS guidelines. Input on the candidates in those four categories may be gathered from other faculty members as well as the candidates themselves. A point system is used for the evaluation of eligible candidates.

THE ENGLISH, HISTORY, MATH, SCIENCE, LATIN, AND SPANISH AWARDS are intended to honor outstanding ability and interest, as well as achievement. Therefore, they are not necessarily awarded to the student with the highest average in discipline. To be considered, a student must have at least an A-(90%) year end average in the subject, and all motivation and citizenship grades must be a 2 or above in the subject.

THE EMMY LOU KRICK TWO-DIMENSIONAL ART AWARD is given to a member of the graduating class who has consistently demonstrated a high level of artistic ability, while maintaining motivation and citizenship grades of 2 or better in Two-Dimensional Art. This award is named for Emmy Krick who taught art at Upland from 1964 to 2002. Emmy is known for her unique angle of artistic vision, her modeling of lifelong learning, and her creativity.

THE THREE-DIMENSIONAL ART AWARD is given to a member of the graduating class who has consistently demonstrated a high level of artistic ability, while maintaining motivation and citizenship grades of 2 or better in Three-Dimensional Art.

THE MUSIC AWARD is given to a member of the graduating class whose talent and performance in music have inspired the School, while maintaining motivation and citizenship grades of 2 or better in Music.

THE CHORISTER'S AWARD is given to a member of the graduating class whose outstanding effort, perseverance, attitude and skills have made him/her an invaluable member of the Chorus and a credit to the School, while maintaining motivation and citizenship grades of 2 or better in Chorus.

THE THOMAS K. BEST DRAMA AWARD is given to a member of the graduating class whose talent and performance in dramatics have inspired the School, while maintaining motivation and citizenship grades of 2 or better in Drama. Tom Best taught Fifth Grade at Upland from 1975 to 1993. He contributed many creative and energetic programs to the School, including the production of an annual original musical comedy presented by his class.

THE PERFORMING ARTS TECHNICAL AWARD is given to a member of the graduating class whose technical and organization skills have supported his/her classmates, contributed to productions, and inspired the School.

THE FINNISH CUP OF FRIENDSHIP is given to a member of the School whose warm, open, friendly personality has enhanced the life of the School in a special way. The Finnish Cup was presented to the School in 1978 by Dr. and Mrs. Stig Holmberg, parents of Upland's first Finnish exchange student Mika Holmberg, to commemorate the relationship between the Finns and the Upland community.

THE GIRL'S ATHLETIC AWARD is given to a member of the graduating class who consistently demonstrates superior ability, attitude and sportsmanship while being a good citizen. To be considered, a student must have motivation and citizenship grades of 1s and 2s in athletics, and citizenship grades of 3 or better in all other areas.

THE BOY'S ATHLETIC AWARD is given to a member of the graduating class who consistently demonstrates superior ability, attitude and sportsmanship while being a good citizen. To be considered, a student must have motivation and citizenship grades of 1s and 2s in athletics, and citizenship grades of 3 or better in all other areas.

GRADUATION DAY AWARDS

THE RUSSELL J. MACMULLAN, JR. PRIZE FOR ACADEMIC EXCELLENCE is awarded to a member of the graduating class whose academic achievement, interest and enthusiasm has been consistently excellent during the Ninth Grade year, while being a good citizen. To be considered, a student must have a minimum year end average of A-in each of the five academic subjects (math, English, science, foreign language and history). Motivation and citizenship grades in academic classes must be all 1s and 2s, and in nonacademic areas, citizenship grades must be 3 or better. Mr. MacMullan, Jr. served as Upland's Headmaster from 1994-2007.

THE JOHN M. AND ELLEN B. CLEVELAND CITIZENSHIP AWARD is given to a member of the graduating class whose attitude, respect and contributions to the life of the School best exemplify the spirit and principles of Upland. Dr. Cleveland served as Upland's Headmaster from 1963-1981 and guided the School during its formative years of growth. Mrs. Cleveland served as Director of Girls' Athletics during that same period. Together Dr. and Mrs. Cleveland made invaluable and lasting contributions to forging the spirit of the Upland Community.

THE PATRICIA RALSTON AWARD FOR MOTIVATION is given to a member of the graduating class whose motivation, attitude and effort to fulfill the purposes of Upland have been exemplary. The award is named for Patricia Weeks Ralston, one of Upland's first teachers. Mrs. Ralston taught science and crafts, coached girls' athletics and served as business manager. Following her retirement, Mrs. Ralston was elected to the Board of Trustees and served until her death in 1990.

THE ELIZABETH SWAYNE IMPROVEMENT PRIZE is given to a member of the graduating class whose effort, attitude and interest have resulted in noteworthy academic and/or general improvement. The prize is named for Upland's first Headmistress who served the School from its founding in 1948 until 1961.

THE DORCAS FARQUHAR LETTER OF COMMENDATION is awarded to a member of the graduating class whose special contributions to the School are worthy of recognition. Dorcas Farquhar was a former parent and grandparent and an Upland trustee who was deeply involved in the life of the Upland Community.

THE LIFER AWARD is presented to those students whose time at Upland began in Pre-Kindergarten or Kindergarten.