CARY ACADEMY

STUDENT AND FAMILY HANDBOOK

2019-2020
The Cary Academy ("CA" or the "School") Student and Family Handbook is published and distributed to members of the Cary Academy community for the purpose of providing information on aspects of student and campus life so that students may gain as much as possible from their experience at the School. Students, parents, faculty, administration, and staff should all read and be familiar with the contents of the Handbook, so that each member of the community knows and understands our community expectations. While policies in this Handbook will generally apply, the School reserves the right to take actions that it determines to be in the best interests of the School, its faculty and its students. This Handbook does not limit the authority of the School to alter, interpret and implement its rules, policies, and procedures, before, during, and after the school year. This Handbook is for informational purposes only. It is not intended to create, nor does it create, a contract or part of a contract in any way, including, but not limited to, between CA and any parent, guardian, or student affiliated with or attending the School. Cary Academy reserves the right, in its sole discretion, to add, revise, and/or delete School policies before, during, and after the school year.
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# IMPORTANT CONTACT INFORMATION

Commonly Used Phone Numbers

<table>
<thead>
<tr>
<th>Department</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main Switchboard</td>
<td>677-3873</td>
</tr>
<tr>
<td>Automated Menu</td>
<td>677-1946</td>
</tr>
<tr>
<td>Head of School’s Office</td>
<td>228-4530</td>
</tr>
<tr>
<td>Middle School Office</td>
<td>228-4600</td>
</tr>
<tr>
<td>Upper School Office</td>
<td>228-4546</td>
</tr>
<tr>
<td>Business Office</td>
<td>228-4527</td>
</tr>
<tr>
<td>School Nurse</td>
<td>228-4562</td>
</tr>
<tr>
<td>Athletic Department</td>
<td>228-4656</td>
</tr>
</tbody>
</table>

From off campus, employees may be dialed directly by using the 228 exchange followed by their four digit extension number. All telephone extensions are published in the CA Directory and can be found on the secure family portal of the CA website under the School Directory page. Note that teaching faculty do not have direct phone extensions; to coordinate a phone call, please e-mail the faculty member with the appropriate contact information.
I. INTRODUCTION

Welcome from the Head of Upper School

Welcome to Cary Academy!

As we begin the school year, we look forward to the continued growth and development of our community. We are happy that you will be a part of that process.

From the classroom to the playing fields to the art studio, challenges and rewarding experiences will enrich your learning. Along with the privilege of attending Cary Academy come responsibilities and expectations for contributing to the betterment of our School community. This Handbook is designed to provide you with pertinent information regarding those responsibilities and expectations.

So that you have the most successful experience possible, it is important that you and your parents read and understand the contents of this Handbook. When you have questions about how things are done at Cary Academy that this Handbook does not specifically address, do not hesitate to ask your teacher or advisor.

Welcome again to the world of discovery, innovation, collaboration, and excellence. We have exciting and rewarding days ahead of us!

Robin Follet, Head of Upper School

Mission and Philosophy

Cary Academy is:

A learning community committed to discovery, innovation, collaboration, and excellence.

DISCOVERY
Cary Academy nurtures the courage and sparks the curiosity to question assumptions and explore ideas in order to make a positive impact in the world.

INNOVATION
Cary Academy implements bold and creative strategies, connecting ideas and technologies to forge new realities.

COLLABORATION
Cary Academy nurtures interactions within our School community and encourages engagement, locally and globally, to enrich lives.

EXCELLENCE
Cary Academy recognizes excellence as meaningful growth resulting from dedicated pursuit of individual and shared goals.
Statement of Community Values

As a member of the Cary Academy community, I am responsible for acting with respect, integrity, and compassion.

Non-Discrimination Policy

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

Honor Code

Cary Academy is committed to academic integrity and honor. We expect our students to understand these principles and to practice them in all academic endeavors.

The full honor code states, “On my honor as a member of the Cary Academy community, I will not tolerate dishonesty, nor will I give or receive any unauthorized aid on any assignment.” Students will sign a variation of the honor code on all major class assignments.

The following are examples of violations that breach these principles and constitute academic dishonesty:

- Collaborating on an assignment that is designated to be completed individually.
- Submitting another’s work as one’s own, regardless of whether it is modified from its original form.
- Allowing another student to submit one’s work as his or her own.
- Committing plagiarism, the failure to identify quoted words or to cite appropriate sources in one’s work.
- Using unauthorized materials or resources on an assessment.

Collaboration

Cary Academy students are often encouraged to collaborate with other students prior to writing a paper or completing an assignment. When the assignment is submitted, students should indicate which ideas in their work reflect collaboration. However, collaboration should not be the default method for completing assignments; rather all graded work should be done individually unless otherwise indicated by the teacher. Students who fail to note such collaboration may be charged with academic dishonesty. Students who aid their classmates in acts of academic dishonesty are also guilty of academic dishonesty. The penalties for academic dishonesty may include, though they will not necessarily be limited to, a requirement to complete the assignment again or an alternative assignment for reduced credit or no credit, suspension, or even dismissal. Students who have concerns or questions regarding academic honesty or plagiarism are encouraged to contact a teacher, advisor, or administrator.

Cheating

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

Plagiarism

Plagiarism is the use of material or ideas of another as one’s own. It may occur in any academic discipline or in artistic endeavors. Whenever a person copies a portion of or all of someone else’s material or ideas without giving proper credit to the source, that person plagiarizes. Unless specifically authorized by the instructor, relying on the work of others in activities including, but not limited to, homework exercises, tests, or essays is considered to be plagiarism. Most commonly, plagiarism occurs with written material—
a student uses the ideas or work of another person in a writing assignment and fails to cite the source. To use the ideas or work of another (as a student often must do) and at the same time avoid plagiarism, the original author must be credited for the concepts that are presented.

Proper credit requires all of the following:

- Putting the text into quotation marks (or indenting, if it is a longer passage).
- Citing the source of the passage in a footnote or parenthetical reference.
- Putting the full citation on a works cited page that credits the original author.

Specifically,

- Whenever a student quotes the language or data of another, the student should put the information in quotation marks and identify his/her source in an appropriate citation in the text or in a footnote.
- Whenever a student paraphrases someone’s work, the student should indicate that he/she has done so by use of an appropriate citation.
- Whenever a student uses the ideas of another (even if the student does not quote or paraphrase), the student should also indicate his/her source by mentioning the source in his/her text or by a citation. Facts that are relatively commonplace are considered “common knowledge” and need not be identified by source.

Homework is subject to the normal expectations regarding academic honesty and plagiarism.

Academic Fair Use

Using portions of lawfully copyrighted works in academic settings, including multimedia projects, is allowed as long as such use is documented with proper credit and citations. The student may retain any such material within his/her personal portfolio (online or printed) as an example of the student’s academic work. If the work is a computer media project, the student must include on the opening screen a note stating that it has been prepared under the “fair use” exemption of the U.S. Copyright law. The student need not write to obtain permission for use of copyrighted work if his/her presentation falls within specific multimedia fair use guidelines. These fair use rules cease to apply the moment a work is disseminated outside of the classroom, as on an external web page.

If a student posts copyrighted material on Cary Academy’s World Wide Web connection, which constitutes a broader dissemination of the material (whether or not it is meant to be a commercial product), the student must either obtain permissions to use all copyrighted portions or eliminate those portions for which the student does not have permission to use.

For further information regarding copyright, please refer to the CA Library’s on-line resources.
III. ACADEMIC PROGRAM

Curriculum

Cary Academy offers an innovative, learner-centered academic program that gives students the opportunity to explore their talents, take risks in learning, and discover new interests in a secure and nurturing environment. Students are taught to think critically and creatively about the world around them and to find and pursue their individual paths with passion and confidence.

Teachers at Cary Academy are expert in their disciplines and committed to designing engaging and effective learning experiences for students. Technology is utilized as a tool to support learning across all content areas and to foster communication, collaboration, and creation. Our small class size enables faculty to get to know their students as individuals and to provide meaningful guidance and support to them from sixth grade to graduation.

Graduation Requirements – Upper School

A minimum of twenty-one (21) credits are required for graduation; however, most students will complete twenty-five (25) or more credits during their four years in the Upper School. Students must also fulfill the following departmental requirements:

English

Four full-year courses in grades 9-12 to include:

- ENG 101: English 9: The Heroic Journey (Gr 9)
- ENG 201: English 10: Identity and Change (Gr 10)
- ENG 300: American Literature (Gr 11)
- ENG 350: Advanced American Literature (ADV) (Gr 11)
and/or
- Three to six junior-senior English electives.

Fine and Performing Arts

ART130: Art & Design (Gr 9) and 1.5 additional arts credits in grades 9-12. 1 credit of computer science may take the place of 1 credit of art.

History and Social Sciences

Three full-years of courses in grades 9-12 to include:

- SOC 101: WH: Themes and Approaches (Gr 9) and 5 WH electives (Gr 9 and 10)
- SOC 300: U.S. History (Gr 11 or 12)
- SOC 350: Advanced U.S. History (ADV) Gr 11 or 12
Mathematics

Three full-year courses in grades 9-12 to include a minimum of Algebra II. Students interested in a school in the University of North Carolina system will need to pass one course beyond Algebra II.

Physical Education and Wellness

Grade 9: PEH 100: Physical Education and Health or Health 1 and one trimester of PE
Grade 10: One trimester of PEH 310/320/330: Emotional Health and
    One trimester of Physical Education or PEH240/290: PE Exemption
Grades 11 and 12: One trimester each year of Physical Education or PEH240/290: PE Exemption

PE Exemption

Students in Grade 10-12 only may submit a request for a PE Exemption if they meet the following requirements:
    Any Dance class or
    Participate in one Cary Academy interscholastic team at either the Junior Varsity or Varsity level

Note: Students with a PE Exemption who withdraw from a team after the drop/add deadline passes will still be responsible for satisfying the requirements for a full trimester of Physical Education. PE Exemption forms may be downloaded from our website.

Science

Three full-year courses in grades 9-12 to include biology, chemistry, and physics.

World Languages

Three full-year courses in one foreign language in grades 9-12

Full Academic Schedule

Students are required to take a minimum of five (5) credits each trimester, unless they qualify for one of the exceptions listed below. Required Physical Education and Wellness courses do not count towards this total. The requirements for a full academic schedule are subject to two exceptions:

- Students may reduce their course load to four (4) credits of major academic courses each trimester if at least two of the four courses are Advanced (ADV) courses.
• Students who qualify for the Competitive Performance Program may be allowed to reduce their course load to four (4) credits.

Course Registration and Scheduling – Upper School

During the third trimester, students register for their courses for the following academic year. At the end of the second trimester, each department recommends students for advanced (ADV) and honors (H) courses based on student performance and the course prerequisites posted in the Course Catalog. Each student’s advisor will review course options and work with the student, parents, the Assistant Head of Upper School, and the College Counselor(s) to help ensure that the student is meeting all graduation requirements and has chosen a course of studies appropriate to his or her academic achievement and plans.

In spite of the School’s best effort to satisfy students’ course requests within the academic regulations of each academic department, students may not be able to enroll in courses they have chosen due to overall course enrollment, class size, scheduling conflicts, and other factors beyond the control of the School. In this event, the School will strive to accommodate student requests for alternative courses.

Drop-Add Policy

The following chart details policies governing course changes in the Upper School. When adding or dropping courses, students and parents are asked not to request particular subject area teachers. All Add/Drop Requests must be submitted on a completed and signed ADD/DROP REQUEST FORM.

<table>
<thead>
<tr>
<th>Time Period</th>
<th>Permitted Change(s) Credit</th>
<th>Transcript</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Until the end of the second week of first trimester</td>
<td>Add-one term, two term, or full-year course.</td>
<td>New course appears on transcript.</td>
<td>Full credit.</td>
</tr>
<tr>
<td>Until end of the first trimester.</td>
<td>Drop any course.</td>
<td>No notation for dropped course.</td>
<td>None.</td>
</tr>
<tr>
<td>Start of the third week of school year until last day of classes of the first trimester.</td>
<td>Drop full-year courses only (one term course may not be dropped after Drop/Add period).</td>
<td>No notation for dropped course.</td>
<td>None.</td>
</tr>
<tr>
<td></td>
<td>Change from ADV/Honors to a regular section of the same course or a regular section to ADV/Honors or an adjustment of World Language level.</td>
<td>Only the new course and grades earned in it will appear on transcript.</td>
<td>Full credit.</td>
</tr>
</tbody>
</table>

One-term courses may be added or dropped during the two-week Drop/Add period in the second and third trimesters as in the first trimester.

<table>
<thead>
<tr>
<th>Time Period</th>
<th>Permitted Change(s) Credit</th>
<th>Transcript</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>After start of second trimester.</td>
<td>Full-year long course may be dropped before</td>
<td>Trimester 1 grade, WP/WF/WM, and date</td>
<td>A 1/3 of a credit will be given only if the student</td>
</tr>
<tr>
<td>End of second trimester.</td>
<td>Of withdrawal will appear.</td>
<td>Earned a passing grade for the first trimester.</td>
<td></td>
</tr>
<tr>
<td>-------------------------</td>
<td>-----------------------------</td>
<td>-----------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>WP- withdrawal with passing mark.</td>
<td>WM- medical withdrawal.</td>
<td>WF- withdrawal with failing mark.</td>
<td></td>
</tr>
<tr>
<td>WA- administrative withdrawal.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

After start of third trimester.

Full-year courses may not be dropped after the end of classes in the second trimester except for medical reasons. In that event, the transcript will show appropriate credit with a WM notation. A WM in the third trimester will earn him/her 2/3 of a credit for a one (1) credit course.

To remain enrolled at Cary Academy, a student must take courses that will earn him/her the equivalent of at least five (5) 1/3 credits in a trimester (PE does not count towards this total).

**Free Periods - Upper School**

Students with a free first period, must sign in at the Upper School office before 8:00 a.m. If sign in occurs after 8:00 a.m., the student will be marked tardy (excused or unexcused). Students are accountable for schedule changes that may affect when free periods occur. If a student will be absent/late and has a free first period, a parent should notify the US Office at attendance@caryacademy.org or (919)228-4622 before 8:00 a.m. Detentions may be assigned if students fail to sign in for a free first period.

**Study Hall Expectations**

All 9th grade students are assigned to study hall during a free period in Trimester 1 and 2. Students in grades 10-12 must be in good academic standing to have free periods. At the discretion of administrators, advisors, and/or parents, any student may be assigned to a Study Hall.

Students are to be on time to all assigned study halls. The study hall proctor may assign a detention to any student who is tardy or violates any of the study hall policies.

- Students must bring academic work with them and should not expect to be allowed to leave the room once study hall has begun.
- Students are expected to be quiet; no sleeping, food, or drink are allowed.
- Students may use earphones/buds to listen to their own music provided the volume is not loud enough to be heard by other students in the study hall. The faculty proctor may request that a student turn down or turn off his or her music at any time that the music is deemed distracting or inappropriate in the study hall setting. Students are expected to comply with all such requests.
- Students may use computers for academic purposes. Also, checking School-related e-mail or homework pages is fine, but general web-surfing, social e-mailing, etc., are not legitimate reasons to be on a computer (Game playing is never allowed.) If a student is not using the computer for educational ends, the student should expect the proctor to ask him/her to turn off the computer.
- Students who have completed all homework are expected to have reading with them.
• A student may go to the library or go to work with a teacher if, at the start of study hall, he/she has a note signed by the teacher that he/she will be doing the work for. This pass must indicate where the student will be going. No Exceptions.
• With the proctor’s permission, students may quietly work together.

**Competitive Performance Program - Upper School**

In order to honor our commitment to supporting the needs of individual students, Cary Academy recognizes that students involved in an extracurricular pursuit at a high level of expertise may desire adjustments to their academic program. To expect students to excel in Cary Academy’s challenging academic environment and meet the expectations for high-level extracurricular performance can result in too much stress on a student. As educators concerned for the whole child, we believe that we should recognize and promote excellence in and out of the classroom. The Competitive Performance Program (“CPP”) exists to help students reach that goal.

The CPP allows adjustments to a student’s course of studies to accommodate participation in an intense artistic, academic, cultural, or athletic activity for a portion of the school year (minimum of two weeks).

While each CPP is built keeping the individual's unique circumstances in mind, there are four (4) levels of support within the program:

1. **Documentation of the activity.** This level of CPP documents the level of the student's participation in the specific extracurricular pursuit and notes that absences accrued in pursuit of the activity will be excused.
2. **Exemption from PE.** This level includes provisions from level one and seeks approval from the Assistant Head of Upper School for exemption from PE class. Students interested in this provision must be engaged in the extracurricular pursuit for twenty (20) hours or more per week. This exemption is only available to students in grades 10-12, and it does not include exemption from Emotional Health class.
3. **Excused absences for a prolonged period.** This level documents that the student will be away from Cary Academy for a prolonged period of time (over a week) and documents a specific academic plan to be followed while the student is away. This level may also include points from levels one and two.
4. **Revision of graduation requirements.** In this highest level of the CPP reserved for those performing or competing at a highly elite level, students receive a waiver of one or more specific Cary Academy graduation requirement(s). This level may also include points from levels one through three.

**Components:**

• A student who believes she/he may qualify for the Competitive Performance Program starts by discussing the extracurricular activity and its demands for training and competition with his or her advisor.
• The student speaks to the Assistant Division Head, sharing a description of the activity (including benefits to the student), hours per week devoted to the activity, duration of the activity (number of weeks/months), and suggested academic modifications. Each year, a letter from the supervisor of the activity must be sent to the Assistant Division Head to confirm the information above.
• Based on this application, the Assistant Division Head and the student’s teachers will attempt to fashion appropriate adjustments to the student’s course requirements. An accepted student must reapply in subsequent years if he/she desires to continue in the program.
• The appropriate Division Head monitors the program.

World Language Exchange Program

The World Language Department at Cary Academy offers an international exchange program in the students’ sophomore year. Cary Academy students have the opportunity to spend two to three weeks abroad—visiting a host school, attending classes with a host student, living with a host family, and experiencing daily life in the host community. In return, Cary Academy students and their families host groups of students from our partner schools for a similar two to three-week program in our own community. This exchange program is designed not only to accelerate the development of the second language skills of Cary Academy students by providing natural and immediately relevant context for their use of the target language, but also to foster the personal growth of our students by broadening their perspective and worldview. By living with a host family, students come to see the world not only through their own cultural lens, but through the cultural lens of the country that they are visiting. The result is a far broader perspective than could ever be achieved by touring alone.

While our goal is for every Cary Academy student to take part in the exchange program, we realize that a few of our families have reason to ask that their student be exempted from participation. All exemption requests must be made using an official Exemption Request Form. To download the required form, go to the World Languages Department page on the Cary Academy Intranet and follow the exchange link. The Exemption Request Form must be submitted to the World Language Department Chair by October 1st of the student’s sophomore year.

Assessments

Assessments including tests, quizzes, projects, and papers all form an integral part of the educational process allowing students to demonstrate their mastery of materials and faculty to assess student progress. To these ends, the following general guidelines have been adopted in the Upper School.

Typically, assessments are given throughout the term and the end of each trimester. To avoid overloading a student, the Upper School policy is that on a given day, a student should not be required to have more than two major assessments. To assist students in being able to present their best work on assessments the following guidelines apply.

Major Assessment Guidelines

Students do not need to have more than two major assessments on any one day. A major assessment:

• Will take twenty-five (25) minutes or more of a class period, or
• Counts for fifteen percent (15%) or more of the trimester grade in the course.

Teachers should post a Major Assessments at least one week prior on the Blackbaud portal calendar.
The first two tests entered must be taken; there will be no negotiation about which tests to move. To identify which test(s) should be rescheduled, the student should contact his or her advisor in person or via e-mail to discuss the tests the student is scheduled to take and to ask the advisor to review the assessment calendar. The advisor should inform the student which two tests were entered first and which test(s) should be rescheduled.

To reschedule the test(s), the student should e-mail all of his or her teachers who are giving tests in their classes on the relevant day and copy his or her advisor to inform the teachers which test(s) need to be rescheduled. Students MUST contact the teacher of the third assessment at least two (2) days prior to the date of the assessment for it to be moved.

Students who do not follow this procedure will generally be required to complete all assessments on the scheduled day.

Students should expect to take the “third” assessment no more than two (2) days after the original date. At the teacher’s discretion and agreement of the student, the assessment may be moved to date before the original date.

When an assessment is moved, the student will take it during the times provided by the assessment make-up room.

**Submitting Required Work on Time**

Homework, tests, quizzes, projects, and other assignments are to be submitted to faculty on time. Faculty are not required to accept late work unless approved in advance by Division Heads. Faculty may impose academic penalties for late work unless arrangements are made in advance to accept the work after the announced deadline.

**Homework**

Upper School assignments will be posted daily on the class website by 4:00 p.m. The teacher will amend these assignments during the week if necessary. When absent, students should check daily for assignments.

Cary Academy supplements classroom instruction with homework designed to practice skills and reinforce concepts introduced in class; provide challenging and interesting independent study; and help students develop responsibility for their own work. All homework is developmentally appropriate and an integral part of the learning process at Cary Academy.

Homework, even collaborative projects, is subject to the stated rules and spirit of the rules regarding academic honesty as stated in this Handbook.

It is common for faculty to assign work that extends over a period of time. Such assignments require students to plan their work and budget their time to complete the work and any required benchmarks (outlines, drafts, etc.) on time. It is appropriate for faculty to treat benchmark assignments as regular assignments due on the announced date and time.

Parents may assist students with their homework, but should recognize the value of students taking ownership for their own learning. The amount of time spent on homework each night may vary, based on the student’s abilities, homework assignments, and other factors. Please see the
Upper School Homework Chart below to approximate a student’s homework load considering his or her course selection.

Upper School Homework Guidelines:

A “normal homework assignment” should be thought of as an assignment that takes a “B+” student in a regular section approximately:

- 9th and 10th Graders: 20–30 minutes in a Regular course.
- 9th and 10th Graders: 30–40 minutes in an Honors course.
- 11th and 12th Graders: 30 minutes in a Regular course.
- 11th and 12th Graders: 30–40 minutes in an Honors course.
- 11th and 12th Graders: 45 minutes in an Advanced course

A teacher may double the assignment due on a double block day (But not over a weekend unless the subsequent class meets on a double block day.)

Teachers will account for time needed for projects, papers, and labs in the nightly homework load.

Inclement Weather

A weather radio is monitored at all times in order to receive news of severe weather watches and warnings. A tornado watch will be announced over the PA system as soon as the information is received. At this time, faculty members will review tornado warning procedures. Students will be instructed to move backpacks and bags from hallways to the classrooms. Outside activities will be stopped and students will be directed to the nearest building. In the event of a tornado warning, all employees and students should quietly evacuate to designated shelter areas; these areas are posted in all rooms. Students and employees should not exit any building.

In an effort to minimize the interruption to student learning that occurs when school is cancelled due to inclement weather, as well as to avoid making up missed days, Cary Academy utilizes online learning options. We strongly advise students to take all textbooks and tablets home on evenings when inclement weather (snow, freezing rain, or a hurricane) is in the forecast.

When school is cancelled due to weather, the Head of Upper School will determine if it will be a “Snow Day” or a “Virtual Learning Day.”

Snow days will have no classwork and no new assignments. If an assessment was scheduled for that day, the teacher will confirm the new assessment day via the course website. Students should assume that there are no extensions on due dates unless specifically noted by the teacher.

Virtual Learning days are identified in event of more than one day away from school due to weather. All assignments will be posted by NOON. Teachers will be available online for virtual meetings, discussion boards, etc. using the following schedule:

A 12:00pm - 12:30pm
B 12:30pm - 1:00pm
C 1:00pm - 1:30pm
D 1:30pm - 2:00pm
E 2:00pm - 2:30pm
Marking System

Students receive two marks for each course: one for achievement and one for effort. The achievement marks are:

<table>
<thead>
<tr>
<th>Mark</th>
<th>Numeric Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>97 to 100</td>
</tr>
<tr>
<td>A</td>
<td>93 to 96</td>
</tr>
<tr>
<td>A-</td>
<td>90 to 92</td>
</tr>
<tr>
<td>B+</td>
<td>87 to 89</td>
</tr>
<tr>
<td>B</td>
<td>83 to 86</td>
</tr>
<tr>
<td>B-</td>
<td>80 to 82</td>
</tr>
<tr>
<td>C+</td>
<td>77 to 79</td>
</tr>
<tr>
<td>C</td>
<td>73 to 76</td>
</tr>
<tr>
<td>C-</td>
<td>70 to 72</td>
</tr>
<tr>
<td>D+</td>
<td>67 to 69</td>
</tr>
<tr>
<td>D</td>
<td>65 to 66</td>
</tr>
<tr>
<td>F</td>
<td>Below 65 (Failing)</td>
</tr>
</tbody>
</table>

A student who has two or more course failures for an academic year will generally not be allowed to continue as a Cary Academy student.

Effort Marks

The US effort marks:

<table>
<thead>
<tr>
<th>Mark</th>
<th>Level of effort</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Superior effort</td>
</tr>
<tr>
<td>3</td>
<td>Satisfactory effort</td>
</tr>
<tr>
<td>2</td>
<td>Unsatisfactory effort</td>
</tr>
</tbody>
</table>
Each academic department establishes its own criteria for assessing achievement and effort. These criteria are shared with students at the beginning of the year for each year-long course and at the beginning of the trimester for each trimester course.

**Blackbaud Portal - Online Grades**

Teachers assess students’ progress in order to encourage better student performance. When everyone stays informed about the student’s performance, then the student, parents, and teachers can all work together to help the student achieve his or her potential. The information on Blackbaud is meant to augment, not replace, the essential communication among parents, students, and teachers. Parents should check Veracross on a regular basis and contact the teacher when concerned about a pattern of declining academic performance. Anyone who has difficulty accessing Blackbaud, may contact the CA Information Services department at 677-3873 ext. 6000.

At mid-term and at the end of each trimester, grades, and effort marks for each course are posted on the Cary Academy Blackbaud system. Mid-term teachers’ comments are included for students whose average in a given course is a C- or below, whose average has dropped significantly, or for students who have worse than a 3 in effort. All students will receive a comment in each course at the end of each trimester. Parents are encouraged to contact individual teachers or their student’s advisor with any questions or concerns.

**Academic Honor Roll**

Students who meet the following requirements are recognized at the end of each academic term for their achievements on an Academic Honor Roll:

*Headmaster’s Honor Roll*

All trimester grades of A, allowing for one grade of B+ or B.

*Scholar’s Honor Roll*

All trimester grades of B or above, allowing for one grade of B-.

*Effort Honor Roll*

A minimum of three effort marks of four with the remainder of the marks no less than three.

A student with an “Incomplete” on record is ineligible for the Honor Roll until the incomplete has been resolved. Only students who are taking a full academic schedule as defined in this catalog are eligible for Honor Roll consideration.

**Honors and Advanced Courses**

Cary Academy offers opportunities for students with exceptional talent and motivation to advance beyond the scope of the typical college-preparatory curriculum. Honors (H) mathematics courses are
offered and Advanced (ADV) courses are generally offered in all departments except Physical Education and Wellness.

Honors (H) courses designated in mathematics go into greater detail and depth than the corresponding non-honors course. Students enroll in an Honors (H) course with the understanding that the work requirements are more rigorous than typical Cary Academy courses.

Cary Academy offers Advanced (ADV) courses in lieu of Advanced Placement (AP) courses. Advanced (ADV) courses are taught with the rigor and expectations of college courses. These courses differ from AP courses in that teachers have the ability to modify the AP course syllabus and emphasize depth of research and study, or specific areas of study not prescribed in the AP syllabus.

Most Cary Academy students enrolled in Advanced (ADV) courses choose to sit for the corresponding Advanced Placement (AP) examination offered by The College Board.

Each May, Cary Academy administers AP examinations to interested students in all academic areas represented in the School’s curriculum. Advanced Placement (AP) examinations are graded on a scale from 1 to 5. Many colleges award credit or recognition to students who achieve a grade of 3 or higher on an AP exam. Consult the catalogs of prospective colleges for their policies regarding the Advanced Placement Program.

Students who are interested in a particular Advanced (ADV) course should discuss their interest with their current teacher in the academic area, faculty advisor, college counselor, and their parents. Students enroll in an Advanced (ADV) course with the understanding that the work requirements are more rigorous than typical Cary Academy courses. The decision to admit a student into an Advanced (ADV) course is made at the department level after consideration of the student’s grades, teacher recommendations, standardized test scores, motivation, total course load, and extracurricular involvement outside and within the School. Individual departments create their own prerequisites for entrance into Advanced (ADV) courses. Advanced (ADV) courses in the laboratory sciences meet for additional class periods to accommodate the demands of a rigorous laboratory program.

Normally, students are allowed to take up to two Advanced (ADV) courses in the junior year and three Advanced (ADV) courses in the senior year. Exceptions may be made for students who demonstrate appropriate levels of achievement.

**Passing Grades**

The minimum passing grade at Cary Academy is “D.”

No student may graduate from Cary Academy nor may a student advance from one grade to the next with an unresolved course failure in the Upper School. A student may resolve a course failure in the following ways:

- Repeating the course in a summer school session immediately following the course failure (to gain credit for the course, the student must take the appropriate Cary Academy course exam and score a minimum of 70);
- Repeating and passing the course in the following academic year; or
- An alternative means agreed upon by the teacher of the course, the Department Chair, the Upper School Head, and the student and parents.

**Academic Warning**
A student may be placed on Academic Warning at midterm, and will be placed on Academic Warning at the end of a trimester if the student receives:

- A failing grade for a course;
- Two or more grades below a C-;
- One grade below a C- and two or more effort marks below a 3; or
- Three or more effort marks below a 3.

Consequences

The consequences for students on Academic Warning are determined by the student’s advisor and the Upper School Administration on a case-by-case basis with input from faculty and on some occasions, parents. Typically the following options are considered:

- Loss of free periods;
- Removal from extracurricular activities;
- Tutoring and/or mandatory help sessions with faculty; and
- Placement in the Supervised Study Program.

At mid-term, Upper School students may apply to have the Academic Warning lifted. To do so, the student must ask each of his or her teachers to submit an interim report on his or her progress. The appropriate Division Head and the student’s advisor will meet to select one of three responses:

- Academic Warning continues;
- Academic Warning continues but with modifications to consequences; or
- Academic Warning is removed.

Academic Probation

A student may be placed on Academic Probation at midterm, and will be placed on Academic Probation at the end of each trimester if the student:

- Fails two or more courses;
- Fails one course and receives three effort marks below a 3;
- Receives three or more grades below a C-; or
- Receives two grades below a C- and three effort marks below a 3.

Consequences

- The student may not participate in after-school extracurricular activities.
- The student may lose permission to stay on-campus after school unless under the supervision of a faculty member. Violation results in a week of structured detention, the specific nature of which will be determined by the Head of Upper School and the student’s faculty advisor.
- The student’s free periods may be replaced with study halls.
- The student may be assigned mandatory help sessions with faculty and/or tutoring.
- The student may be placed in a guided study hall.
An Upper School student may appeal at mid-term for reinstatement of lost privileges or removal of any or all probation conditions. The Assistant Head of Upper School will review grades, obtain pertinent information from teachers, and will decide how to respond to the student’s appeal. While students may have probation consequences removed due to improved performance, they remain on probation for the entire trimester. Consequences may be reinstated if improved academic performance does not continue.

A student placed on Academic Probation at the end of the first trimester will typically not receive an enrollment contract for the next school year unless and until the student is off probation, which can occur at either the end of the second or third trimester.

**Summer Courses for Advancement**

Students may take courses for advancement during summer school at schools other than Cary Academy, but Cary Academy will not give graduation credit for such courses. It is the student’s responsibility to ensure that the other school sends an official transcript, showing the grade and credit, to colleges, scholarship programs, summer school programs, etc. Cary Academy does not attach transcripts from other institutions to the Cary Academy official transcript. Current and newly enrolled Upper School students interested in taking a summer course at another school in order to advance in an area of study (e.g., a student might take Geometry in order to advance from Algebra I directly to Algebra II), must obtain approval in writing from the appropriate department chair prior to taking the summer course. The student will also be expected to complete an exam of the appropriate Cary Academy course and earn a score of 85 or better to receive credit.

**Reporting Grade Point Averages and Class Rank to Colleges and Universities**

Cary Academy does not rank students according to Grade Point Averages (“GPA”). In a group of highly capable and motivated students, GPAs tend to cluster close together. Ranking may convey a false view of student ability and may lead to an unhealthy competitive environment. This explanation is included on student transcripts.

**Early Graduation**

Cary Academy endeavors to prepare students for college by exposing them to four years of study in the Upper School program. However, in special cases, with the approval of the Upper School Head and Head of School, a student may be eligible to graduate from Cary Academy after the junior year.

To graduate early, Cary Academy students must complete a minimum of twenty-one (21) credits and fulfill departmental requirements by the end of the junior year. To graduate following the junior year means that a student must annually complete seven (7) Cary Academy courses in grades 9, 10, and 11. This is a very rigorous course load that does not allow for any study or free periods. Requests for early graduation must be submitted to the Assistant Head of Upper School by May 1 of the student’s sophomore year.

**Commencement Ceremony**

Seniors who meet all graduation requirements participate in commencement exercises. A student who has not met all academic expectations, but who, in August, began a course of study that should have fulfilled the requirements, may also participate in the ceremony. However, a diploma will not be awarded until all requirements have been met.
IV. SCHOOL RULES

General Conduct

Cary Academy’s values of respect for self and others, responsibility and trust, and honesty and integrity, inform the daily life of the School and all of its members. Students may be subject to discipline for misconduct which is, or may be, disruptive of the educational process; interferes with the work of the school; is contrary to the mission of the School; impinges on the rights of other students, employees, or members of the School community; or has a direct or immediate effect on the discipline or the general welfare of the School, even if such conduct takes place off campus, during non-school hours, or on breaks from school. Such conduct will be evaluated at the sole discretion of the School, and the School may deviate from the regular disciplinary process, as may be deemed appropriate under the circumstances. While enrolled at Cary Academy, a student’s behavior — whether it takes place physically on campus or off campus—is subject to disciplinary review while the student is enrolled at the school. The school is well respected, and those who conduct themselves in ways that diminish this reputation may be held accountable.

Cary Academy is committed to the physical and emotional well-being of every student, and the rules that follow reflect our understanding of adolescents, their need for support and education, and the necessity of clear guidelines that govern behavior.

Attendance and Absences

Cary Academy is committed to meaningful educational experiences on each day that School is in session. Every school day is important; students and their parents are asked to give school attendance the highest priority. When students are late for classes or are absent, they miss critical information and essential discussions with teachers and classmates that cannot be made up by reading a textbook. The heart of education at Cary Academy is the daily interaction that enables students to connect concepts, synthesize information, and gain insight and understanding.

Parents are expected to inform the School before 8:00 a.m. when their student will be absent for all or part of a day.

Parents are asked not to schedule vacations or family trips with their children while School is in session. Whenever possible, medical appointments should be made after school hours and during school breaks.

Students are expected to be in attendance a minimum of 90 percent of annual school days. Students who do not meet this requirement may, in the School’s sole discretion, be denied course credits or reenrollment. This means a student should not miss more than 15 days of school (excused and unexcused) in a school year.

Students who miss any classes without permission or miss more than three hours of school without prior approval will generally not be allowed to take part in or attend after-school activities of any sort on that day.

Students well enough to attend school must generally participate in a scheduled physical education class. If a student has a medical reason for not participating on a particular day, a letter from a parent may excuse the child. Students that need to be excused from physical education class must provide a physician's note to the School Nurse.
Absences may be excused or unexcused depending on the circumstances. Parental permission is necessary, but may not be sufficient for an excused absence. A School administrator will determine whether an absence is excused or unexcused.

Unplanned Absences

If a student needs to be absent from school on a given day, the parent must call the attendance line at 228-4622 before 8:00 a.m. or e-mail USAttendance@caryacademy.org. Please provide a reason for the absence in the voicemail or e-mail. If you would prefer for a staff member to phone you back, please indicate that in your message. If a student is absent and the School has not been notified, Cary Academy staff will call to verify the absence (this does not apply on half days). It is imperative that the parent/guardian contact the School immediately to verify the student is safe. If a parent/guardian does not respond to the verification within 24 hours, the absence will remain unexcused. Students must be in School at least three hours or they will not be allowed to participate in or attend after-school activities of any sort on that day.

Absences (Planned)—Absence Request Form Required

If a student knows ahead of time about an absence from School, for an honor study day, religious observance, college visit, etc., the student must:

- Obtain an Absence Request form from the Upper School website.
- Present the form to an Upper School administrator to determine if the absence will be excused or unexcused.
- Submit the completed form to the Upper School Office at least two (2) days prior to the absence or the absence may be noted as unexcused.

We urge all families not to schedule trips that take students out of school on scheduled school days. The School Calendar is available online.

Excused Absences

Absences may be excused for illness, medical appointments, family emergencies, a milestone family event, honor study days, religious observances, college visit days or official School activities. Students are expected to make up work missed when absent. Students are allowed a period of time (usually equal to the number of days that they were absent) to complete the necessary make-up work. In cases of extended illness, the student should ask the advisor for help in establishing a make-up schedule.

Student Responsibilities

- If students know ahead of time that they will be absent, it is their responsibility to complete and submit an Absence Request Form to the Upper School Office (copies can be found on the US website) at least two (2) days prior to the absence.
- If the absence was not planned, but was excused, the student must see each teacher immediately upon his or her return to make up work missed during the absence.

Parent Responsibilities

- If a student must miss class time for reasons other than those listed above, the parent must request permission in advance from the Head of Upper School.
• To inform the School through a phone call before 8:00 a.m. or an e-mail/note explaining the reason for the absence.

Teacher Responsibilities

• Inform students of the work they will be missing and the revised assignment due date when completing the Absence Request Form.
• As appropriate, assist students in making up work.

Unexcused Absences

Unexcused absences are those which are not approved by the School and those which are not accounted for by a note or phone call from a parent. These include absences for additional vacation time, skipping classes, missing any part of the school day to complete assignments, studying for tests, avoiding deadlines, or failing to appropriately notify the School of a planned absence. An unexcused absence places no obligation on teachers to accept late work for full credit, allow make-ups for missed assessments, or to provide assistance in “catching up.”

Student Responsibilities

• To know that they may earn a score of 0% for any tests or assignment deadlines missed.
• To see each teacher immediately upon returning to school, to explain the absence, get work assigned during the missed class, and to see if the student is eligible to make up work.
• To get class notes from another student.

Parent Responsibilities

• To know why the absence was unexcused.
• To know the ramifications for the student.
• To inform the School, through a phone call, e-mail, or note explaining the reason for the absence.

Teacher Responsibilities

• Teachers are not obligated to accept late work for full credit, allow make-ups for missed assessments, or to provide assistance in “catching up.”
• May assign a score of 0% for any tests or assignment deadlines missed.
• Offer the normal extra help that would be given to students who were in class.

College Visit Days

We recognize that visiting colleges is an important part of the college selection process, but at the same time there is concern that some students miss too much school in the process. To minimize the impact on our students’ academic program, we strongly recommend college visits take place during the summer as well as breaks in November, December, and March. In addition, students are encouraged to use long weekends that are published annually on the master calendar. If seniors need to miss school to visit colleges, they may have a maximum of three (3) excused College Visit Days. Juniors are eligible for one (1) excused College Visit Day. Any additional days must be approved by an US Administrator and a College Counselor.

Skipping/Cutting Class
Skipping/cutting a class is a serious offense. In general, the academic consequences of an unexcused absence and two (2) detentions will be assigned for skipping, and repeated offenses will lead to more serious disciplinary action.

Tardiness

School begins promptly at 8:00 a.m. Any student who reports to school after 8:00 a.m. is considered tardy and must report to the Upper School Office for an Admit to Class Slip. If a note is provided or the parent calls the school, tardiness may be accepted (excused tardy) for medical or dental appointments, family emergencies, bad weather, religious observances or other reasonable circumstances. Problems with heavy traffic, car problems or oversleeping (even when excused by parents) are not acceptable reasons for tardiness. Students must learn to meet time commitments and the School expects parents to help students arrive on time and ready to begin the school day by 8:00 a.m.

We understand that students will be late to school on occasion. However, we feel that it is essential that students learn to meet their responsibilities and time commitments. Therefore, the School has instituted certain guidelines related to tardiness. In a given trimester:

- Beginning with the third unexcused tardy in each trimester, the student will be assigned a detention.
- Teachers may assign academic consequences for late work due to tardiness.
- Detentions incurred due to excessive tardiness will not be rescheduled to allow participation in after-school activities.

Security, Fire Drills, and Emergencies

Reporting Concerns

If during the school day a student sees a person on campus who looks out of place because of:

- Strange behavior;
- Peculiar dress; and/or
- Possession of drugs, alcohol or cigarettes,

That student should immediately notify a faculty or staff member or call 919-677-3873 (from 8 a.m. to 4:30 p.m.) or 919-218-1284/919-218-2153 (security from 4:30 p.m. to 8 a.m.).

While violence is not common at schools, it, unfortunately, does occur. All CA community members can help to keep the campus safe. If a CA community member has any information or concerns about an unknown person on campus or another CA community member, that information should be shared with an adult at School, for example: an advisor, a teacher, an administrator, or a School counselor.

Any CA community member in need of help, while on campus, for emergency or safety reasons (e.g., someone is injured or any safety concern), may call any of the three numbers listed above. Or, if it is an urgent matter, the CA community member should immediately call 911 then call one of the three numbers above.

Regarding lockdowns, School Lockdowns are announced over the PA system using the phrase “go to lockdown” Always follow teacher or staff directions. If a lockdown occurs and you are not with a teacher
and are: inside -- enter the nearest classroom and stay out of sight; outside – and CAN get into a building within 20 seconds, enter the nearest building and then classroom as soon as possible; outside – and CANNOT get into a building within 20 seconds, exit campus as soon as possible; proceed to fire station or SAS campus – any building.

Fire drills are a required safety precaution and will be conducted on a regular schedule. When the alarm rings, all students and employees are to leave the building quickly and quietly by the route displayed in every classroom, office, and hallway. Tablets are to be left in the room where the class is being held. All windows and doors must be closed. Students should remain quiet throughout the drill. The drill monitor will give the all-clear signal to re-enter the buildings.

**Dress Code and Appearance**

CA Students are expected to present themselves in clothing that is clean, neat, and modest. Student clothing should be appropriate for an academic environment, not distracting or offensive to others.

*Guidelines*

Though clothing styles and tastes may vary, students who need more specific guidelines should consider this list of common missteps:

- Clothing with derogatory, offensive, or suggestive writing or graphics.
- Clothing that advertises or promotes alcohol, tobacco or drugs.
- Body piercing other than earrings.
- Revealing clothing of any type, whether the student is standing or sitting (e.g., neckline, back, midriff, or hemline).
- Visible undergarments of any type, whether the student is standing or sitting.
- Strapless tops and dresses.
- Torn, cutoff, or frayed clothing.
- Hats and sunglasses worn indoors.
- Shoes that are unsafe or unsuitable for school.

*Violations*

Upper School students who violate the dress code will be referred to their respective grade leaders. Students may be assigned a detention, asked to change their clothing, or sent home. Repeat offenders may face additional disciplinary consequences.

**Dress Down Day Attire**

On special occasions throughout the year, we relax the dress code to allow students to wear hats and relaxed attire (e.g., pajamas, jerseys). All other aspects of the dress code remain in effect.

**Permissions/Campus Boundaries**

Students must remain on School grounds from the time of arrival to the end of the school day. Students may not leave the campus without parental or School permission. No student may leave campus without notifying the US Office.
Unless permission has been given or the area is supervised, the following areas are off-limits to all students during the school day: all parking areas, Middle School play areas, and all playing fields. Students are not permitted inside construction zones. The church property is off-limits to CA students at all times during the school day.
Responsible Use Guidelines for Students

Cary Academy believes that innovation and the use of emerging technologies are an integral part of education. Accordingly, Cary Academy provides each student with a Tablet PC and access to other technology resources. Cary Academy expects students to use these resources responsibly.

The following guidelines are intended to aid students in determining what is and is not a responsible use and to help students to be good digital citizens. Any questions about the application of these guidelines should be directed to the Director of Technology and Innovation.

Students will:

- Apply the Student Code of Conduct to all uses of technology.
- Use computers, software, and other information resources to support learning, complete School assignments, and gain a better understanding of information technologies and their applications.
- Use technology to collaborate with students and faculty in academic and extracurricular School functions.
- Use the Internet to perform research related to academic and extracurricular School functions, and communicate with scholars, students, and specialists outside of campus to improve knowledge and advance academic work.
- Represent their own views, and not those of others, in any form of electronic communication.
- Protect loaned equipment from damage or theft as directed in the Tablet Care Policy.
- Respect that network bandwidth, server disk space, and printer paper and toner are shared and limited resources.
- Limit recreational use of computers during school hours.
- Seek permission to record or photograph classroom presentations.
- Make every effort to keep their computers free from viruses and other destructive materials.
- Have their tablets at School in good working order with a stylus.
- Back up their computer files and, if needed, come to the technology helpdesk for assistance.
- Install additional licensed/appropriate software on tablet computers only if the software does not interfere with settings and programs required for academic use.

Cary Academy Acceptable Use Policy

How we use technology is an extension of how we wish to be treated and how we wish to treat each other in our community. Overall, students should treat the school, the people, and our network with respect. The Cary Academy community holds the values of honesty and respect for others in high regard, and these values extend not only to our day-to-day, face-to-face interactions with other community members, but also to how we behave when we interact with others online, through the use of social media or electronic devices.

The purpose of this Acceptable Use Policy (AUP) is to outline the expectations of our community members when it comes to the use of computers and other electronic devices, the school’s computer network, and access to the Internet, both on campus and outside of the school's physical network. Whether physically on campus or off campus, whether during the school day or at night, on vacation or at any other time while enrolled at the School, whether linked to the school’s network from in school or from a remote location or not at all, or using a personal or computer or communication device on or off campus, students are expected to comply with this AUP and any other applicable policies and procedures as long as they are enrolled at the school, as set forth in this handbook and as further described below.
Access to Cary Academy’s network and related technical support and services is provided to students primarily for educational purposes, though the school understands that limited use of the school’s technology resources for recreational activity may be appropriate. Students using these services agree, by virtue of using the services, to abide by the guidelines outlined in this AUP, and to any applicable policies and procedures outlined in this Handbook. In general, proper use of the school’s network and related technical support and services supports the goals of our academic community, protects our community members, and helps to ensure that the school and its students comply with all federal, state, and local laws.

While Cary Academy respects the privacy of our community members, it is important to understand that network and technical support and services used by the community fall under the school’s purview and are the property of the school. As a result, the school may access or monitor all network activity and content (including email). The school also may confiscate both school-issued and personal devices or otherwise restrict or revoke a student’s technology privileges if there is reasonable suspicion (as determined by the school in its sole discretion) that the device has been used in violation of this AUP. Students who violate the provisions of this AUP may be subject to discipline through the Dean’s Office.

This AUP describes behavioral expectations for students with regard to the use of technology, and is grounded in the tenets of respect for privacy, ownership, and copyright; respect for resources and for others; and respect for self and community.

The secure, lawful and respectful use of Cary Academy network resources is a high priority. To protect users from unwanted contact or harassment, Cary Academy community members are instructed not to give out to anyone any personal information pertaining to themselves or others. Computer account passwords are confidential; providing a user name and password to other persons, thereby allowing them to access the Cary Academy network, is prohibited. Use of another person’s identity, account, user name or password or otherwise gaining unauthorized access to computing or network resources is also prohibited. Students are not permitted to allow other students or friends to use their School-issued tablet computers.

The network is a free and open forum for expression. Considerate and respectful disagreement is welcome. Harassing, insulting or attacking others is not allowed. Offensive speech is disrespectful of the rights of others; be polite.

In providing this service to the Cary Academy community, the School is aware that there are some areas on the Internet that have objectionable material. Accessing or downloading this material is prohibited. Creating, viewing or transferring defamatory, demeaning, inaccurate, abusive, obscene, profane, sexually explicit, threatening, racially offensive, or illegal material on the network is also prohibited.

Passwords are provided for some of the online research resources (e.g., GaleNet or eLibrary) so that Cary Academy community members may access these externally. To access these resources using these IDs and passwords, an individual must be currently enrolled or employed at Cary Academy or be a parent of a currently enrolled student at Cary Academy. Distribution of this information to persons not currently enrolled or employed at Cary Academy or not a parent at Cary Academy is not allowed.

The audio or video recording of conversations or other activities without the permission of the participants is prohibited.
Impersonation and anonymity are not permitted. Users must take responsibility for their actions and words. Impersonation of an adult, employee, or a student in any setting, including online, is not permitted.

It is important that all computers on campus remain consistent and stable. Computer settings should not be changed nor should any software be added that would interfere with normal computer operation or disrupt CA network services.

Users are expected to adhere to copyright laws. Transfer or use of copyrighted material without the express consent of the owner of the copyright is a violation of federal law.

Deliberately or inadvertently spreading computer viruses is harmful to the network and is considered vandalism.

School-provided storage is limited to school-related files only; students are encouraged to delete any inactive files that they might have stored.

It is not permissible to copy Cary Academy School software to other computers. Copying School-owned software programs is considered theft.

The installation and/or use of any Internet-based file sharing programs is explicitly prohibited. File-sharing programs are generally designed to facilitate the illegal sharing of copyrighted material.

Using Cary Academy’s computers or networks for commercial purposes is not allowed.

Users may not gain unauthorized access to network resources that are not intended for their use nor may they access, or attempt to access, the accounts or files of others.

Cary Academy e-mail distribution lists are for School business only, never for commercial or personal purposes and never for solicitations.

Students should never give out their name, address, phone numbers, and School name to people that they meet on-line.

Never share a password with friends or anybody.

Realize that a person on the other end of an online chat may be very different than who he/she claims to be.

**Guidelines for Using School Technology Resources**

Cary Academy provides a broad range of technology resources to students, employees and parents for the purposes of authorized academic, instructional, administrative and personal use. The term “technology resources” refer to all items owned or leased by Cary Academy, including desktop and portable computers; printers, scanners and other peripheral devices; servers; network and local storage; Internet services; and all other technology-related equipment and services. As members of the Cary Academy community, students, parents and employees are expected to be responsible in their use of these resources in accordance with the guidelines outlined by the School. These guidelines apply to any use of Cary Academy technology resources, whether this use occurs on campus or off.

Cary Academy believes that innovation and the use of emerging technologies are an integral part of education. Accordingly, Cary Academy provides each student with a Tablet PC and access to other
technology resources. Cary Academy expects students to use these resources responsibly. The tablets are owned by the School, but students will be able to take them home during the school year and vacations for their academic and personal use. Operating, educational, and office software will be installed on each computer, and students may add software and peripheral devices, provided that these are licensed, do not interfere with the Cary Academy network, and meet Cary Academy's guidelines for student conduct and respect. If students are uncertain about the appropriateness of any software or peripheral devices they wish to install, they should first consult with the Information Services Helpdesk.

Guidelines are provided with the intention to aid students in determining what is and is not a responsible use and to help students to be good digital citizens. We recommend that students review the details of our guidelines and policies. Any questions about the application of these guidelines should be directed to the Director of Information Services.

For the Tablet PC program to be a success at Cary Academy, we all need to be conscientious of our surroundings. If a student sees an "unattended" Tablet PC, the student should take it into the MS or US Office or to one of the IS Helpdesks. Avoid rough-housing in the hallways, as this may lead to someone's Tablet PC being damaged.

Although the Tablet PC is owned by Cary Academy, it is the student’s responsibility.

- Please treat it with great care.
- Follow the Acceptable Use Policy at all times and in all locations.
- Remember that students are not to lend their Tablet PC to anyone.
- Back up data. All work should be saved to the Cloud.
- At times it will be necessary for the IS Department to send announcements to all Tablet users.
- Keep up to date with all e-mails from the IS Department.

What if something goes wrong?

When there appears to be a physical/hardware issue with a student’s Tablet PC, the student should not try to fix it. Instead the student should take it to the helpdesk as soon as possible.

If a student is having software issues, the student may try to fix them, but the student should not spend considerable time with it. Instead, the student should take the Tablet PC to the helpdesk as soon as possible.

When necessary, a student should plan to visit the helpdesk before school, during break, or after school. Being at the helpdesk is not an excuse for being late to class. The helpdesk is located on the second floor of the Middle School, the second floor of the Upper School and the first floor of the Administration Building. If a student has any questions, he/she should ask for help.
General Care

- Each Tablet PC has several identifying decals. Under no circumstance may students modify or destroy these labels. In addition, students are not to “decorate” their Tablet PC in any manner, e.g., stickers, markers, and paint.
- Under no circumstances are students to open the Tablet PC housing, doing so will render the warranty void.
- A lost stylus will cost $30 or more to replace.
- Liquids and other debris can damage the Tablet PC. As such students should avoid eating or drinking while using the computer.

Carrying the Computer

Always close the lid before moving. Close the lid with the screen inward. Students should never transport a Tablet PC in laptop mode, i.e., with the lid up. Be sure that there is nothing trapped between the screen and the display.

Closing the lid sends the Tablet into standby. To prevent permanent damage to the hard drive, students should wait for the system to enter standby before moving it.

For prolonged periods of inactivity, students may want to hibernate or shut down completely before closing the lid. This will help to conserve the battery.

Taking Care of the Screen

Take particular caution with the screen. The screens are very susceptible to damage from excessive pressure. In particular, avoid grasping the Tablet by the screen with any force. Be certain to only use approved styluses on the screen.

Students may clean the screen as they would a camera lens or a good pair of glasses. In particular, students may use anti-static cloths or lens cleaners designed specifically for camera lenses and glasses often sold as moist towelettes.

Maintaining the Battery

Students are expected to come to school with a fully charged battery. Each night when students go to sleep, so does the Tablet. Students should plug it in for a good night’s rest.

When students plug their Tablet PCs in at school, they should be mindful not to cause a tripping hazard. Once a month it is a good idea to allow the battery to completely drain. For specific details, consult the Technology web page.
Daily Logistics

- Students are to bring their Tablet PCs with styluses to school every day.
- Students are to take their Tablet PCs home every night.
- Tablet PCs are not permitted in the dining hall during lunch.

When the computer is not in the student’s immediate vicinity, it should be secured in the student’s locker, locked in a classroom with the teacher’s permission, or locked in the student’s PE locker.

During after-school activities, students are still expected to maintain the security of their Tablets. When possible, students should lock their Tablets in their PE locker, or place them in a locked school van, or in a locked car, out of sight.

Students should avoid using a Tablet PC in areas which may lead to damage or theft. Students should not use a Tablet PC around sporting activities where it might be knocked over. Students should never leave a Tablet in a public space, especially after school.

Tablet PCs are not allowed on overnight trips or field trips without the express written approval of the lead chaperone.

E-mail

CA students, parents, faculty, and staff all have individual e-mail addresses that are published in the directory. Staff e-mail addresses and phone numbers are also posted on our website.

Social Networking and Online Communications

Cary Academy recognizes that Social Networking sites (e.g., Facebook, Twitter, Snapchat) and file sharing sites (e.g., YouTube, Flic) are an integral part of today’s society. Because of the public nature of these tools, students need to be aware of the risks, responsibility and accountability one assumes when participating in these sites. Students should realize that their names, images, videos and sites would inevitably be linked to Cary Academy. Content posted to these sites can have an impact on our learning community, and thus items posted on the Internet are subject to the expectations of the Student Code of Conduct expressed in this Handbook. As many of these sites have explicit terms of service governing the ownership and use of published content, students must have no expectation of privacy.

Cell Phones

To avoid disturbing classes and programs, **Upper School students** must leave School buildings to receive or make calls on a cell phone. Cellular phones must be on ‘silent mode’ at all times inside all buildings.

Sexting

The School prohibits students from using technology devices (whether owned by the student or the School, and whether through the use of the School’s network or outside of the School’s network, whether during the school day or not, or whether used on or off campus) to send any written message or image that contains explicit representations or references to sexual conduct, sexual excitement, or nudity (commonly known as “sexting”). North Carolina law prohibits anyone (regardless of age) from possessing or disseminating obscene or pornographic images of minors, and the School may contact law enforcement should any student violate this policy.
**Electronic Devices**

Access to unauthorized information, whether obtained via computer, cell phone, or other electronic method is prohibited and may constitute cheating. In an academic situation, students should not access programs or information unless given permission to do so by the teacher. Teachers may, at any time, in their sole discretion, inspect all electronic devices for inappropriate activity, unauthorized programs, and/or stored material.

**Computers and Software**

Because copyright laws protect computer software, it is important to abide by the software licenses (which are distributed with each copy of the software) of the computer software companies. The copyright laws protect the authors of the programs from having their materials distributed without compensation. Most software programs will display a copyright notice. This means that students may not copy the program without permission. Software programs that are checked out of the library or borrowed from the School may not be copied on to a home computer and left resident there after the program is returned to the School. This is a theft and a violation of the copyright laws. If students have concerns or questions about unauthorized use of a computer program, they are encouraged to contact a teacher, advisor, or administrator.

**Digital Media and Copyright Laws**

Because copyright laws protect music, movies, television shows, and computer software, it is important to abide by the copyright laws. These laws protect the owners or creators from having their materials distributed without compensation. Most of these media will display a copyright notice. This means that students may not copy the video, music, or software program without permission. Digital media resources that are checked out of the library or borrowed from the School may not be copied on to a home computer and left resident there after resources are returned to the School. This is a theft and a violation of the copyright laws. If students have concerns or questions about unauthorized use of a computer program, they are encouraged to contact a teacher, advisor, or administrator.

**Use of Alcohol, Drugs and Tobacco**

A student may not buy, sell, possess, or use alcohol or other unauthorized drugs or substances, including tobacco and tobacco-related products (including e-cigarettes and vaping), and/or any paraphernalia associated with the use of illegal drugs and may not intentionally misuse products that can act as inhalants, while enrolled at the School. The School provides information to parents and students about the health and social impact of drug, substance, and alcohol use and abuse. Students are prohibited from using medications, both prescription and over-the-counter, in any manner other than as prescribed or intended by the manufacturer.

**Inappropriate Items/Weapons**

Students are not allowed to have items at School that pose risk to oneself or others or will disrupt some aspect of the School day (e.g., matches, lighters, slingshots, water pistols). If in doubt about whether something is allowed, we expect students to ask an Upper School Administrator; students are expected to exercise good judgment about such matters.

The School prohibits the possession of any firearm, imitation firearm, pellet gun, knife, taser or other dangerous weapon, ammunition or fireworks, or setting fires, on campus, on any school-sponsored off-
campus trip or excursion, or in any school bus. This policy applies to students, faculty, staff, applicants, alumnae, parents and anyone else who enters the campus, regardless of whether the individual has a valid permit to carry a firearm.

**Fighting**

Fighting or the encouragement of such behavior is not permitted at Cary Academy. All parties involved in a fight will be held accountable for their actions.

**Language**

Profanity and abusive language are not acceptable.

**Noise**

Be aware of classes in session and do not be disruptive or loud.

**Property of Others**

Respect the property and rights of others. Students should not open another person’s locker, nor should they tamper with items on or in another person’s desk, book bag, purse, or computer.

**Stealing**

Stealing – the act of taking something that does not belong to you without the permission of the owner – will not be tolerated at Cary Academy. Not turning in “found” items to the Lost and Found is a form of stealing.

**Public Displays of Affection**

Public displays of physical affection beyond a brief hug, kiss, or handholding are not permitted. Students are expected to use discretion at School and at all School events.

**Search and Seizure**

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

**Driving Privileges/Off Campus Privileges**

Sophomores, juniors and seniors may have an automobile on campus with the permission of the Administration and the written authorization of parents/guardians. Students must use the designated student parking area at all times. The following additional guidelines apply.

- All students must file an automobile registration form. A student may drive only the student’s own automobile.
• Parents or legal guardians are responsible for making arrangements for automobile servicing.
• Students may transport other students only with specific permission from the Administration and with signed permission forms by both students’ parents.
• The irresponsible use of an automobile will likely result in suspension of driving privileges. Repeated or serious infractions may result in permanent revocation of the driving privilege.
• All students must comply with all laws, rules and regulations of the North Carolina Department of Transportation.
• Students must display their parking tags on their cars while parked on Cary Academy’s campus.

Gambling

Gambling and betting for money or items of value is not allowed on the Cary Academy campus. This includes betting on athletic contests, tournaments, or games. Gambling can be costly to individuals and to the relationships among students.

Jobs

The nature of the School’s college preparatory program makes it difficult for a student to devote adequate time to school while holding a job. Any student who considers taking a job outside of school should discuss those plans with his or her parents and their advisor. Students who have jobs should understand that commitment to school should come first and going to a job is not an excuse for missing classes or other curricular requirements.
V. POLICIES & EXPECTATIONS FOR INTERPERSONAL STUDENT RELATIONSHIPS

Commitment to Respectful and Healthy Relationships

The School is committed to providing a safe and healthy learning environment for all members of its community. Such an environment precludes behaviors that are disrespectful of, and physically and/or emotionally harmful to, others. All members of the School community play important roles in maintaining these standards and intervening, as appropriate, when they witness behavior that conflicts with community standards.

The School expects all members of the School community to treat others with civility, respect and dignity and to interact (whether in person or electronically) politely and appropriately. Before acting, students should give careful consideration to how their communications – whether through words, appearances, actions or otherwise – may negatively impact others. All students are valued members of the School’s community, which presents unique opportunities to develop lasting partnerships with peers, faculty and staff. The School strives to help students develop such close connections. However, the School expects these relationships to be appropriate and healthy. The School endeavors to promote this through education and intervention.

With these goals and interests in mind, as well as the legal requirements of the State of North Carolina, the School has established policies to help students manage these interpersonal relationships safely and appropriately. The School believes that open communication about these sensitive topics is integral to preventing serious misconduct from occurring and essential to fostering a culture of personal responsibility, mutual accountability and positive peer leadership. Students and parents/guardians are encouraged to communicate with the Head of School, Division Head, Assistant Division Head, Dean of Students, the School Nurse and/or School Counselor with any questions or concerns.

Bullying, Harassment, Hazing, Sexual Assault and Sexual Harassment

Cary Academy strives to maintain an environment in which everyone can learn and develop to his or her fullest potential without feeling fear, intimidation or ridicule. Our School community will not tolerate verbal or physical behavior that constitutes bullying (including cyber-bullying), harassment, hazing, sexual assault and sexual harassment (also referred to as “interpersonal misconduct”). We will not allow any sort of harassment on the basis of race, color, creed, gender, sex, sexual orientation, appearance, national origin, religion, age, disability, economic class, personal qualities or any other status protected by applicable laws.

Bullying, harassment, hazing, sexual harassment and sexual assault are prohibited on the School’s campus and the property immediately adjacent to School grounds, on School vehicles and at School-sponsored events, activities, athletic contests and off-campus trips. School-owned technology may not be used to intimidate, harass, threaten or bully another student. In addition, interpersonal misconduct is prohibited at a location, activity, function, or program that is not School-related or through the use of technology or an electronic device that is not owned, leased or used by the School, if such conduct: (a) creates a hostile environment at School for a student, (b) infringes on the rights of a student at the School, or (c) substantially disrupts the educational process or the School’s orderly operations.

Definitions
**Aggressor**

A student or faculty/staff member who engages in bullying (including cyber-bullying), harassment, hazing, sexual assault, sexual harassment or retaliation towards another person.

**Bullying and Harassment**

Bullying or harassment is any pattern of gestures or written, electronic, or verbal communications, or any physical act or any threatening communication, that takes place on School property, at any School-sponsored function, or on a school bus, and that:

1. Places a student or School employee in actual and reasonable fear of harm to his or her person or damage to his or her property; or
2. Creates or is certain to create a hostile environment by substantially interfering with or impairing a student's educational performance, opportunities, or benefits. For purposes of this section, "hostile environment" means that the victim subjectively views the conduct as bullying or harassment and the conduct is objectively severe or pervasive enough that a reasonable person would agree that it is bullying or harassment.

Bullying or harassment includes, but is not limited to, acts reasonably perceived as being motivated by any actual or perceived differentiating characteristic, such as race, color, religion, ancestry, national origin, gender, socioeconomic status, academic status, gender identity, physical appearance, sexual orientation, or mental, physical, developmental, or sensory disability, or by association with a person who has or is perceived to have one or more of these characteristics.

Bullying and Harassment can take many forms, including limiting opportunities to participate in certain clubs, teams, or activities based on certain characteristics, as well as slurs, jokes, statements, remarks, questions, gestures, pictures, e-mails, texts, or cartoons regarding a legally protected status that are derogatory or demeaning to an individual’s or group’s characteristics or that promote stereotypes.

**Cyber-Bullying**

Cyber-bullying is bullying through the use of technology or electronic communication, including, but not limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications. Cyber-bullying includes, but is not limited to: (a) the creation of a web page or blog in which the creator assumes the identity of another person, and (b) the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation constitutes bullying conduct as defined above. Cyber-bullying includes, but is not limited to the distribution by electronic means of a communication to more than one person, or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions included in the definition of bullying.

**Faculty/Staff**

Faculty/staff members include, but are not limited to, educators, administrators, counselors, School Nurses, dining services workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, support staff and paraprofessionals.
**Hazing**

Hazing means subjecting another student to a physical or mental health injury as part of an initiation, or as a prerequisite to membership, into any organized School group, including any society, athletic team, or other similar group. Prohibited conduct includes any activity which is likely to adversely affect the physical or mental health or safety of the student or any other person, or which subjects the student or other person to extreme mental stress.

**Hostile Environment**

A hostile environment refers to a situation in which certain misconduct causes the School environment to be permeated with intimidation, ridicule or insult that is sufficiently severe or pervasive so as to alter the conditions of a student’s education.

**Retaliation**

Retaliation is any form of intimidation, reprisal or harassment directed against a student who reports misconduct (including, but not limited to, bullying, harassment, hazing, sexual assault or sexual harassment), provides information during an investigation, or witnesses and/or has reliable information about such misconduct.

**Sexual Assault**

Sexual assault occurs when a person is forced or coerced into sexual activity without giving consent.

**Sexual Harassment**

Sexual harassment is a type of harassment (as defined above). Sexual harassment includes unwilling and unwanted sexual attention, regardless of gender, from anyone with whom a person may interact in the course of attending the School or being present at School-sponsored activities.

Examples of behavior that may constitute sexual harassment include (regardless of whether the intent or consequence of such behavior is to make the target feel uncomfortable): (a) offensive body language (staring and/or leering at a person’s body or standing/brushing too close); (b) offensive or unwanted sexual comments, abuse, jokes, insults, delivered orally or in writing; (c) derogatory or pornographic posters, cartoons or drawings; (d) pressure for sexual activity (such as hazing or threats as well as repeated requests after rejections); (e) offering favors or benefits in exchange for sexual acts, or threatening mistreatment if one does not engage in sexual acts; and (f) offensive or unwelcome physical advances (including kissing, hugging, pinching, grabbing, groping, “playful” slapping, etc.).

**Target**

Any student against whom bullying, harassment, hazing, sexual assault or sexual harassment has been perpetrated.

**Legal Definitions and School Policies**

In accordance with the School’s mission, values and standards of conduct, the School has, at times, supplemented and/or provided broader protections against bullying, harassment, and other inappropriate conduct than may be required under applicable laws. In essence, the School’s standards may be stricter than the law, and the School may impose discipline accordingly. The School’s efforts to enhance its protection of students in no way expand an individual’s rights under the law and other applicable laws may supersede this policy. Further, the School may modify and amplify the standards set forth above and use its discretion in the interpretative enforcement of all ideals and standards of conduct.
Reporting Complaints

A student who is the target of bullying, harassment, hazing, sexual assault, or sexual harassment, or who has witnessed such an incident or any incident of retaliation, or who otherwise has relevant information about conduct prohibited by the School, is strongly encouraged to report the matter promptly (either orally or in writing) to the Head of School, the student’s Advisor, the School Counselor, the Division Head, the Assistant Division Head or to any other administrator or faculty member with whom the student is comfortable speaking. If a student is uncomfortable contacting one of these individuals, the student may ask another adult or a classmate to help. Oral reports made to a member of the faculty/staff will generally be memorialized in writing.

With respect to reporting sexual assault in particular, students are strongly urged to speak to a trusted adult on campus or at home, to the School Nurse and/or School Counselor. When making such outreach, students may share as little or as much information as they would like.

Parents/guardians of a student who is the target of interpersonal misconduct, or of a student who has witnessed or otherwise has relevant information about such misconduct, are urged to immediately notify the Head of School, the Assistant Division Head, or the Division Head. Furthermore, any parent/guardian who has witnessed interpersonal misconduct, or has relevant information concerning such an incident or any incident of retaliation, are strongly encouraged to contact one of these administrators immediately.

The School urges students and parents/guardians not to make anonymous reports. Although there are circumstances in which an anonymous report can be better than none at all, it is far more difficult to determine the facts of what occurred if complaints are made anonymously and disciplinary action will generally not be taken against an individual solely on the basis of an anonymous report.

The School cannot promise absolute confidentiality to those reporting bullying, harassment, hazing, sexual assault or sexual harassment, as there may be a need to share information during an investigation or otherwise; however, the School will disclose such information with discretion, on a need-to-know basis.

False Complaints

All persons involved in a complaint or investigation should understand that false or exaggerated accusations can be extremely damaging to innocent persons; therefore, the School expects and requires the honest and full disclosure of facts by all involved. Any person who knowingly makes a false accusation of bullying, harassment, hazing, sexual assault, sexual harassment or retaliation may be subject to disciplinary action.

Responding to Complaints

The goals of an investigation, and any supportive, disciplinary or other remedial process that is imposed following that investigation, are to correct the situation to the extent reasonably possible and to take steps to prevent repetition of the incident and retaliation.

When a complaint is brought to the attention of the Head of School or the Head of School’s designee, an assessment is made to determine the initial steps appropriate to protect the well-being of the students involved (including both the alleged targets and aggressors) and to prevent disruption of the learning environment while the investigation is undertaken. The School may use strategies, such as increased
supervision, stay-away mandates and personal safety plans, as may be appropriate to prevent further misconduct, witness interference and/or retaliation during the course of and after the investigation.

The Head of School or Head of School’s designee will conduct an impartial, fact-finding investigation of the complaint. This investigation may include (but is not necessarily limited to) interviews with the complainant, alleged target(s), alleged aggressor(s) and any other witnesses or parties who have information relevant to the alleged incident. The School may consult with faculty, the School’s healthcare providers, the parents/guardians of the alleged target(s) and/or the alleged aggressor(s), or any other person deemed to have knowledge about, or circumstances surrounding, the complaint.

The School neither tolerates nor engages in retaliation against an individual for filing a complaint about interpersonal misconduct or cooperating in an investigation of such a complaint. The School will not take adverse action against a student for making a good faith report of interpersonal misconduct. An individual who is found to have engaged in retaliation against a student for filing a complaint, or participating in the investigation of a complaint, may be subject to disciplinary action.

Upon completion of the investigation, the Head of School (or the Head of School’s designee) will generally make the following determinations:

- Whether and to what extent the allegation of bullying, harassment, hazing, sexual assault or sexual harassment has been substantiated.
- Whether any disciplinary action and/or other remedial action is appropriate and, if so, how it will be implemented.
- Whether counseling, or a referral to appropriate services, should be offered to targets, aggressors, or family members of the affected students or targets.

At the discretion of the Head of School, in the case of an accusation made against an Upper School student, the Judicial Board or Administrative Review Panel may be convened to investigate and make recommendations. The Head of School (or the Head of School’s designee) will consider any recommendations from the Judicial Board or Administrative Review Panel if it convenes, but the Head of School (or the Head of School’s designee) will determine any appropriate disciplinary action for a student who is found to have committed an incident of bullying, harassment, hazing, sexual assault, sexual harassment or retaliation. The range of disciplinary actions will balance the need for accountability with the goal of teaching appropriate behavior, and may result in restriction, disciplinary notice, mandatory counseling, suspension, separation, dismissal and/or any disciplinary action deemed appropriate by the School.

Information about consequences or other corrective action may be shared with the School community as deemed appropriate by the Head of School. Such announcement may be made in person, by electronic communication or otherwise. Resources such as counseling or referral to appropriate services are available to all students – including the alleged aggressor(s) and the alleged target(s) – during and after an investigation.

**Notification to Parents/Guardians**

The School will generally notify the parents/guardians of the alleged target(s) and the alleged aggressor(s) promptly after a complaint has been filed, upon completion of the investigation and to report the results of the investigation. Parents/guardians of the target(s) will generally also be notified of any action to be taken to prevent further acts of bullying, harassment, hazing, sexual assault, sexual harassment, or retaliation.
In all situations, the amount of information shared by the School may be limited by confidentiality laws protecting student and employee records, other confidentiality or privacy considerations and/or concerns regarding the integrity of the investigation processes.

Notification to Government Authorities

In appropriate circumstances, such as when a crime may have been committed or a child may have been subjected to abuse or neglect of the type that is reportable under North Carolina law to DSS, law enforcement or other appropriate government agencies may be notified. At any point after receiving a report of misconduct, including but not limited to bullying, harassment, hazing, sexual assault or sexual harassment, the School may notify local law enforcement or other government agencies. If the School receives a complaint involving students from another school, the School may notify the appropriate administrator of the other school so that both may take appropriate action.

Sanctuary Policy Applicable to Sexual Assault

Student health and safety are more important than discipline. Therefore, a student should not refrain from seeking help for fear of discipline by the School. If a student is violating a School rule when the student needs to call for help due to a sexual assault, the student will generally be granted sanctuary from discipline for the rule violation (unless, for instance, the student perpetrated the sexual assault). We reiterate that we strongly encourage students to promptly report to a School employee any incident where the health or safety of a student may be at risk.

Child Abuse and Neglect Reporting

The School is committed to the highest standards of care for our students, and seeks to ensure that our students are protected from inappropriate or hurtful actions by adults responsible for their care, as well as by anyone else who may mistreat a student. In accordance with North Carolina law, all School employees are required to report suspected abuse or neglect of any student under age 18.

North Carolina law requires individuals and institutions having “cause to suspect” that a child has been abused or neglected to report such knowledge or suspicion immediately to DSS. “Cause to suspect” may be based on factors including, but not limited to, observations, allegations, facts or statements by a child, a victim, or a third party. The standard does not require certainty or probable cause. The responsibility to report rests both on the School and also on all School employees. While a School employee may wish, and is indeed encouraged, to consult with the Head of School prior to making a report of suspected child abuse or neglect to DSS, all employees are required to report their reasonable suspicions to DSS, even if the Head of School may not agree with the employee’s concerns.
VI. DAILY LIFE AT SCHOOL

Advisory Program

Purpose

Our advisory program seeks to enfold students in our learning community. The advisory program aims to empower self-aware, lifelong learners who embrace their responsibilities within a diverse community and embody the Cary Academy values of respect, integrity, and compassion.

The faculty advisor is the coordinating center of each student’s experience at Cary Academy. Every Cary Academy student has a faculty advisor. Advisors and students maintain frequent contact, checking in during the Advisory Periods in the Upper School. The advisor is a primary communication link between parents and the School. Advisors provide academic guidance to students and their parents; they help students register for courses and plan extracurricular activities; they assist students with planning and problem-solving skills; and they advise students and their parents about ways to facilitate each child’s unique academic and social development.

New Cary Academy students are assigned to an advisory by the Upper School administration. The Upper School administration places rising freshmen in advisory after considering advice from the 8th grade team.

Upper School Advisory Period

Each faculty member advises 10 to 13 students and is responsible for overseeing a student’s academic and social development at Cary Academy. Students and advisors meet twice weekly for a total of 60 minutes, either in small groups, paired with a second advisory group, or with their entire grade level. Advisors may also ask to meet individually with an advisee at some other time during the week. Advisory activities are geared towards supporting students’ entire experience at CA. Each year an advisory focuses on grade-level appropriate themes, helping students transition into high school (9th), then into the wider community (10th), their role as leaders (11th), and finally into college (12th). Specific advisory activities may include group discussions centered on community values, guest presentations or speakers, planning for all-School or grade level activities, planning for spring course selections, games and other bonding activities, as well as working on the college application process.

General Hours

School buildings are generally open weekdays 7:30 a.m. to 4:30 p.m. Parents and students should be aware that the School does not supervise students before 7:30 a.m. Some buildings will remain open after 4:30 p.m. if there is a supervised activity scheduled.

Weekends and Holidays

Unless a School function or activity is scheduled, the campus buildings will be closed during weekends and holidays.

Assemblies and Audience Behavior
When entering the theatre while it is in use, students and any guests should stop talking. During assemblies and performances, students are expected to conduct themselves in an orderly manner and to observe the rules of politeness toward the speaker or performer and other audience members. Students must sit attentively and may not do school work during assemblies. All electronic equipment must be turned off.

**School Closings or Delays**

When inclement weather occurs, a decision on whether or not to close or delay School will be made by the Head of School (or designee). This decision will be made as soon as is practicable and immediately communicated via e-mail and the CA website. Please note that the School does not always close or delay when Wake County Public Schools or other private schools close or delay.

Information on School closing or delay is conveyed to the CA community via the following methods:

- E-mail;
- CA website: www.caryacademy.org; and
- Selected television and radio stations.

While we do alert local media with closing and delay information as soon as we make our decision, we have no control over their publishing this information in an accurate and timely manner. The most reliable means of obtaining accurate closing and delay information are by either checking our website or calling the School’s hotline (919-677-3873).

**Drop Off/Pick Up Procedures**

**Before School**

Upper School students may be dropped off in the morning no earlier than 7:30 a.m. The classroom and administration buildings are open beginning at 7:30 a.m. Students should arrive by 7:50 a.m. Upper School students should report to their building unless they have a scheduled appointment with a teacher or administrator in another building.

**During School**

Students arriving after the School day begins or departing early must report to the Upper School Office with a signed parental explanatory note and must sign in/out. Upper School students are not allowed to drive off campus before the end of the school day unless prior permission has been received by the Upper School Office from a parent or guardian and the student has checked out at the office. Students leaving campus without appropriate permission and/or without signing out may face disciplinary action.

**After School**

Doors to the classroom buildings will usually be locked at 4:30 p.m. unless an activity is scheduled to continue in that building. The administrative staff will usually be in their offices until 4:30 p.m. Unless there is a scheduled or supervised activity, all school buildings will close at 4:30 p.m. All Upper School students should be picked up before 4:30 p.m. unless they are involved in a supervised activity that goes beyond that time.
Bus Information

Bus ridership is provided for all students and we expect that proper behavior will be maintained. The same principles of behavior that prevail on campus extend to School buses and other modes of transportation to and from School-sponsored events.

Student ID cards

Students will receive photo identification cards that will enable them to check out library materials, and allow them to make Campus Store purchases. While the use of the ID card is not required, students are strongly encouraged to carry them at all times for identification purposes and to expedite any purchases or material check out. A student may not use another student’s ID card. A $5 fee will be charged for the replacement of a Student Identification Card.

Lockers

Each student in the Upper School may request a locker. The locker areas are to be kept clean and clear of books and other personal belongings. Indecent or suggestive pictures, writing of any type, or tape is not permitted on the outside and inside of lockers.

Upper School students are required to secure their lockers with school-issued locks because Upper School facilities are often used on evenings and weekends by outside groups. Students are strongly encouraged to keep their lockers locked at all times. Locks that are not returned at the end of the year will be charged to student accounts. Locks are available from the Upper School Office. Sports lockers and locks are available through the PE department and the Athletic Director’s Office.

Dining Services

All Cary Academy students eat together by division in the Dining Hall. Cary Academy offers a lunch designed to strengthen community and broaden student friendships. The Dining Hall staff carefully prepares all meals, paying close attention to students’ nutritional needs. Students always have a moderate amount of choice, including a salad, pasta, and sandwich bar, on a daily basis. When a student has been placed on a special diet, effort will be made to accommodate that student’s needs. A written note from a physician must be filed with the School Nurse to allow Cary Academy to plan for these accommodations.

Lunch Privileges for Seniors

Seniors are generally granted off-campus lunch privileges Monday through Friday, provided their parent or guardian signs the Senior Privileges Student/Parent Agreement and Permission Form and submits it to the Upper School Office. In addition, if a senior has a free period prior to lunch, that student may leave at noon. If the senior has a free period after lunch, that student may return to school by 1:20 p.m. to the Upper School Office. Senior Lunch Privileges may be suspended or revoked by the School in its sole discretion for safety, disciplinary, or any other reason.

Dining Hall Expectations

Cary Academy takes pride in the community atmosphere of its Dining Hall. In order to promote this environment, students are expected to cooperate with the requests of adults and follow the procedures for clearing and cleaning the dining room. Students should be mindful of costs and waste when taking food. They should take only what they will eat. All Middle School students should listen respectfully to the
announcements made during lunch. All Upper School students are expected to return all dishes and
dispose of all trash and food waste.
VII. GENERAL SCHOOL INFORMATION

Governance

The School is governed by a self-perpetuating Board of Trustees. It is the responsibility of this body to plan, develop, and establish policy and to assess the performance of the School consistent with the School’s mission and philosophy. The Board of Trustees is responsible for the selection of the Head of School and works in close collaboration with the Head of School, though the Head of School is responsible for the implementation of policy and the day-to-day operations of the School.

For a list of the School’s current Trustees, please visit the Leadership section of the School’s website.

Website

www.caryacademy.org

The Cary Academy website is typically revised weekdays when school is in session to keep CA community members informed about the School community, programs, and events. It is the single most accurate and current source of school information; we encourage all members of our community to visit the site first when seeking information about programs and events.

Communication Pathways (Parent/Teacher Communication)

Teachers are expected to share information with parents and keep them advised of student progress or concerns. Similarly, parents are encouraged to contact their child’s teachers or advisor with questions or information that will help the teacher to work successfully with the student. If, for any reason, a parent is concerned about a specific situation involving his or her child, the parent should always first try to solve the problem at the level at which it occurred. Confidential or sensitive information should be conveyed in person or by telephone, not by e-mail. The proper sequence of communications (called the Parent Communication Path) was developed by the Family-School Partnership Committee.

- First, contact the teacher, advisor, or coach.
- If the issue is not resolved satisfactorily by talking with the teacher, advisor, or coach, contact the appropriate Department Chair, Assistant Division Head, or Division Head.
- If earlier steps are unsuccessful in resolving the problem, the final step is to contact the Head of School.

Refer to the Department Directory section of the Cary Academy Directory for faculty names

E-mail
All employees have regular access to e-mail, and this is the preferred method of initial communication when a response is needed within a 24-hour period during the school week. Please note that teachers may be off campus for several days leading student programs, or on personal leave, and therefore unable to respond within 24 hours.

**Phone**

We recommend a phone call when the issue will likely involve an exchange of ideas, information, and opinions. Using e-mail to set up this call is recommended. We encourage parents to set up conferences with teachers and/or advisors to discuss the academic and social development of their child. Please e-mail the teacher and/or advisor to set up the conference.

**Conferences - Parent/Student/Teacher/Advisor**

Parents may request a conference with teachers or advisors at any point during the year. In addition, the School sponsors formal parent-student-teacher and parent-student-advisor conferences each year. In October, parent-student-teacher conferences are scheduled to discuss the academic status of a student. In April, Upper School parents and students formally meet with their child’s advisor to discuss the student’s progress and course options for the subsequent year. Parents are notified well in advance of these conference opportunities so that they can make necessary arrangements to attend.

**Contacting a Student**

**Upper School**

During the school day, we want our students to focus on their academic programs. We do not recommend casual e-mail, phone calls, or texts to students. If, however, a parent needs to contact his/her child, and it is not an emergency, the parent is asked to try to e-mail them or call the student directly. If it is an emergency, or the student does not respond, the parent is asked to call the Upper School office.

**Current Family Contact Information**

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

**Multiple Households**

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

As a rule, we attempt to not schedule any academic or extra-curricular events to be held either on or off campus during certain holidays if school is not in session on those days. Furthermore, when we are in session we will excuse students wishing to celebrate religious holidays and modify homework or delay tests if asked.

Student Media Information

The School makes a concerted effort to highlight the accomplishments of our students and faculty, as well as to publicize the strength of the entire program offered by the School, in a variety of media formats. Student Media Information—including student names, photographic images (for example, portrait, picture, video, or other reproductions), audio recordings of students’ voices, video recordings of students and/or reproductions of students’ work and likenesses—may be used for educational and/or promotional purposes in print and electronic media. Outlets for publication of Student Media Information may include, but not be limited to, the School magazine, marketing materials, the School website, social media outlets (including, but not limited to, Facebook and Twitter), newsletters, and local newspapers. The School adheres to the following general guidelines when using Student Media Information:

- Photographs or references to Student Media Information in traditional, print publications, such as our yearbook and School publications, may include the first and/or last names of students and community members.
- Photographs or references to Student Media Information on the public portion of our website will not include last names.
- The School will not post student names on social media websites.

Parents are asked to contact the School if they would like to opt out of the use of Student Media Information.

Students Age 18 and Older

Some students enrolled at the School will reach the age of 18 before graduation. In the United States, age 18 is the age of majority, which means that legally, an 18 year old student is able to enter into contractual obligations on the student’s behalf (and is required to abide by those obligations). Therefore, the School requires all students, upon their 18th birthday, to review the Enrollment Contract that their parents or legal guardians signed on the students’ behalf and execute an Addendum to that Agreement, which provides as follows:

- permission for the School to discuss and release information and records to the student’s parent(s) and legal guardian(s) about any issues relating to the student’s enrollment at the School, including, but not limited to, academic records, academic performance, health matters, disciplinary issues and financial matters; and
- authorization for the School to interact with the student’s parent(s) and legal guardian(s) as if the student were under the age of 18.

The student’s parent(s) or guardian(s) will also continue to be responsible under the terms of the student’s Enrollment Contract.

International Students
Students enrolled at the School from countries outside of the United States are required to ensure that their visas, health insurance coverage, and all other requirements applicable to domestic students (including vaccinations and completion of all enrollment and orientation forms) are in order prior to arriving on campus at the beginning of the school year. International students are also responsible for ensuring that their travel arrangements coincide with the School Calendar.

Visitors

Students wishing to visit Cary Academy for admissions purposes must have their visit approved and scheduled (typically at least three days prior to the visit) by the Admissions Office. Other student visitors must secure permission from the Assistant Head of Upper School or Dean of Students prior to the visit. All visitors should check in with the administrative assistant in the appropriate building to receive a visitor’s badge.

Campus Care

Cary Academy emphasizes student pride and student participation in a well-kept, attractive campus. Intentional or careless abuse of property is not allowed. Students will be asked to clean up and in some cases to pay for items defaced, damaged, or destroyed. During breaks and lunch, food and drinks may be consumed in the student lounge, dining hall, outdoors, and in rooms where a teacher is present and has given approval.

Pets

As a safety and cleanliness precaution, pets are not allowed on campus.

Posters and Publications

All student publications, posters, flyers, and/or written or electronic materials to be distributed or posted must be approved by the club advisor. If there is no advisor associated with the publication, approval must be obtained from the appropriate administrator.

Recycling

Receptacles for plastic, glass, and paper are located throughout the campus.

Parking/Carpool

With our students’ safety in mind, and because of fire laws and safety procedures, please park only in designated parking spaces and not along the driveways of the School or on the grass. For safety, and in consideration of the School’s neighbors, please drive slowly on School grounds and in the surrounding neighborhood and refrain from using cell phones while driving on campus.

Student Records and Transcripts

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

Lost and Found

If a student finds an item, he/she should bring it to the Division Office.
If students feel that their personal property has been lost, take the following steps:

- Students should check their book bags, PE lockers, classrooms, and any areas that they have been in that day,
- Check at home that evening,
- Check the lost and found in the following areas and with the following individuals:

<table>
<thead>
<tr>
<th>Area</th>
<th>Contact Person</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upper School</td>
<td>Upper School Assistant</td>
</tr>
<tr>
<td>Middle School</td>
<td>Middle School Assistant</td>
</tr>
<tr>
<td>Administrative/Library</td>
<td>Library/Media Center Director</td>
</tr>
<tr>
<td>Athletic Center</td>
<td>Athletic Director</td>
</tr>
<tr>
<td>Student Center</td>
<td>Director of Facilities</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>Theater Manager</td>
</tr>
</tbody>
</table>

- Check with friends, teachers, and coaches
- Check with an administrator to see if sending a grade level e-mail is appropriate

If a student has reason to believe that an item has been stolen and the student has made a thorough search for the missing item, the student should report this information to the appropriate Assistant Division Head or Dean of Students. The Assistant Head or Dean of Students will record the report and determine what follow up is necessary

At the end of each trimester, the end of the Holiday Break in December, and the end of the school year in June, all unclaimed items will be donated to charity.

**Surveillance Cameras**

Cary Academy employs a passive video surveillance system in several public spaces around campus. Information obtained through these systems may be used for internal security/discipline and external law enforcement purposes. Authorization to release recordings shall be given by the Head of School.

**School Store**

Charger Corner carries a variety of school supplies, spirit merchandise, and Cary Academy sportswear. Charger Corner is open from 11:30 a.m. to 1:30 p.m. Monday, Wednesday, and Friday and occasionally during special events. Upon parental/guardian approval, students have the option to conveniently direct bill their student billing account by filling out a Direct Bill Authorization Form. Parents will receive a monthly bill for all Charger Corner items purchased. If the regular hours do not meet your needs please contact Charger Corner at 228-4693 to schedule an appointment.

**Gift Giving**

Students and families often wish to give gifts to faculty and staff at holidays and/or the end of the year.

Our policy concerning gifts is intended to keep them appropriate and reasonable and to respect the wishes and comfort level of employees. A note recognizing an employee’s commitment is preferred. If an individual or group wishes to recognize an employee by providing a gift, the following guidelines apply:
• Gifts should not be cash or checks; however, gift cards to businesses are acceptable.
• Individual gifts to employees should not exceed $25 in value.
• Group gifts may not be solicited for classroom teachers.
• Group gifts to extracurricular leaders, athletic coaches, and other employees leading activities outside of the classroom may be solicited using the following guidelines:
  o One request and one follow-up request is permitted.
  o The names of donors should be kept confidential.

• Group gift requests should not exceed $10 per student, and the total value of a group gift to an employee should not exceed $150. If more than $150 per gift recipient is collected, the surplus must be used for a year-end celebration or donated to the program.

Employees may accept invitations or tickets to events, though the frequency of invitations must be occasional and the number of tickets provided should not be excessive. Tickets may also be donated to the school through the Head of School’s Administrative Assistant. Tickets will then be made available to interested employees.

Employees may not accept offers to use parent homes unless the parents are hosting.

**Asbestos Hazard Emergency Response Act**

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

This notification is required by law and should not be construed to indicate the existence of any hazardous conditions in our school buildings.
VIII. CO-CURRICULAR AND EXTRA-CURRICULAR ACTIVITIES

Student Organizations

At Cary Academy, student organizations fall into two categories: clubs and affinity groups.

A club, a student group assembled for a particular goal, may focus on service, foreign language, or a special interest best addressed through organized meetings.

An affinity group brings together people who have something important in common, e.g., race, gender, religion, ethnicity. Affinity groups allow for building community, identifying issues, sharing successes, promoting ideas for action, preparing for deep and honest cross-cultural dialogue with other affinity groups, and providing opportunities for affirmation and celebration.

Student Organization Guidelines

Each year, the faculty sponsor or student club leaders must complete the club registration form by the due date, usually the Friday prior to the Club Fair in the fall.

A club must have at least eight members who consistently attend. A club may not need a faculty sponsor, depending on the scope of the activities.

Student club leaders or faculty sponsors may ask to use a portion of the Student Activities budget in order to offset some or all of the club’s budget. However, the money may not be used to purchase food or t-shirts for the club or to make financial contributions to charities. Financial questions should be directed toward the Experiential Education Director.

Service projects associated with clubs should be discussed with the Service Learning Coordinator.

For a current list of clubs, please see the Upper School Clubs page on the Cary Academy website.

Choosing and Attending Student Organizations

Each fall, the Upper School students host a club fair. New and returning students are invited to peruse the offerings, typically choosing several that match their interests.

Based on feedback from colleges and universities, the college counselors suggest that students pick two to four clubs that capture their interests, rather than join more clubs than they can attend consistently. In other words, students should focus on the quality of their club experience, rather than the quantity of organizations joined.

With the exception of Student Council, and the National Honor Society – which have their own standards for club membership – if a student does not have an opportunity to join a club during Club Fair, the student may contact the student leader or faculty advisor within three weeks, asking to attend.
Unless otherwise noted, clubs typically meet at the end of the day on Mondays or Fridays, or Thursday morning.

To claim membership in a club, a student must attend at least 75% of the meetings.

**Developing New Student Organizations**

If a student is interested in starting a new club, the student must submit a club proposal to the Experiential Education Director by the due date (usually the Friday prior to the Club Fair in the fall). No new clubs will be accepted after the club proposal due date. Possible exceptions may be made for affinity groups.

A new club should meet the following criteria:

- It does not mirror existing clubs.
- If it requires a faculty sponsor, a faculty members has agreed to sponsor the club.
- If the club centers upon competition, then the club plans to join a league. In other words, there will be no intramural clubs.

Submitting a proposal does not guarantee a club's acceptance; however, all applications will be cheerfully considered.

**Program Fundraising and Gifts**

Parents or students may not raise funds or solicit gifts for programs unless approved by the Director of Development. A fundraising form is available online and must first be submitted to the employee organizing the program, then brought to the Director of Service Learning, who coordinates fundraising efforts of US Students.

**Solicitation and Sales**

Only with the School’s permission may a student solicit money and sell items on campus. Students should direct in writing any requests to conduct sales or solicitation to the Upper School Office.
IX. SPECIAL EVENTS

Social Events

Cary Academy offers a range of social events from evening dances to weekend outings. Upper School students may bring guests to dances but must first register the guest with one of the Deans of Students in the Upper School. Immediately upon arriving at the dance, the host student must introduce the guest to a chaperone.

Program Celebrations

This category of events includes, though it is not limited to, parties held by teams, performing arts groups, debate club, etc. Attendance is optional, and there can be no charge to attend. If food is served before or after an event, the cost of food/venue is limited to $12 per person for a meal or $5 per person for snacks.

Class Trips

Class trips occur at each grade level at Cary Academy. These trips supplement the Cary Academy curriculum and experience. Students are expected to attend. If there is a conflict with a class trip that will prevent a student from attending, the parent must notify an Administrator prior to class trip.

School Dance Expectations

Students must stay in designated areas throughout the event. Students who leave the dance will not be readmitted. Clothing may not be revealing or display derogatory or offensive statements/images. Students dancing provocatively will be asked to stop or leave the dance.

Students who miss more than three hours of school on the day of the dance without prior approval will not be allowed to attend the dance that evening.

Only currently enrolled Cary Academy Middle School students are permitted to attend Middle School dances.

Upper School students who wish to bring a guest must follow the procedure described in the Social Events Policy, above. Cary Academy students are responsible for their guest’s behavior and may be assigned consequences if their guest's behavior is inappropriate.
Students are encouraged to use the Cary Academy library for quiet study, reading, checking out materials, and conducting research.

**Access Privileges**

Access to the library and borrowing privileges are granted to members of the Cary Academy community. This includes faculty, staff, students, and parents of currently enrolled students. Students will use their IDs with the self-check option, or be assisted by the librarian. Parents need to ask for assistance.

**Hours of Operation**

The library is open school days, Monday through Thursday from 7:45 a.m. to 5:00 p.m., and Friday 7:45 a.m. to 3:30 p.m. Any updates regarding changes to these hours will be posted on the Cary Academy Library intranet page.

**Library Rules**

All visitors to the library must sign in at the circulation desk upon arrival and sign out when departing.

Materials on reserve may be available for overnight checkout; however, those materials must be returned to the library before 8:00 a.m. the following school day.

Cell phones must be turned off while in the library.

**Checkout Policy**

Materials may be checked out, renewed, and requested online or in person. Books may be checked out for twenty-eight days and renewed, providing there are no holds. Lost items will be replaced by the person responsible for the loss.

**Electronic Resources**

Destiny is the School’s online public access catalog. It can be accessed through the library web, Veracross or the Internet.

The library subscribes to the following online databases which can be accessed from all networked computers or remotely (with passwords):

- Discovery Education Streaming
- Ebsco (including Novelist Plus, Health Source, Science Reference Center, Newspaper Source, Book Collection Non-Fiction, Professional Development Collection)
- Encyclopedia Britannica and Annals of American History
- Gale Virtual Reference Library
- Artstor
- Jstor
- Infobase Learning- World Geography and Culture Online, World Religions Online
• Noodletools
• Digital Theatre Plus
• Questia

Please contact Cary Academy Librarians or consult the Library’s Web page for current passwords and additional information regarding these resources.

**Copyright Information**

Members of the Cary Academy community must comply with copyright regulation and Fair Use policies. Please ask the Librarians for assistance or refer to the library web page for more specific information regarding copyright.
XI. DISCIPLINE GUIDELINES

Student Conduct

Cary Academy seeks to maintain a secure, challenging, and nurturing environment, where students develop a strong sense of integrity and respect for others. Our community values statement is: As a member of the Cary Academy community, I am responsible for acting with respect, integrity and compassion. Students are expected to use discretion in the language they use, the attitudes they express, and the behaviors they exhibit.

The Cary Academy Standards of Student Conduct are designed to provide students with guidance to help them meet the goals and expectations of our community. The list of rules and policies should be read carefully. Violations of these rules will result in serious consequences, up to and including suspension or dismissal from school. Students may also be required to make amends for any damage or harm that they cause to individuals and/or the Cary Academy community at large.

The following list of rules should not be read as an all-inclusive description of the school’s standards, which are based on honesty, respect, trust, and safety. Any behavior that constitutes a breach of these school values may be treated as a major school rule violation. Since honesty is fundamental to all of our relationships at Cary Academy, dishonesty, in and of itself, is considered a fundamental breach of our community’s expectations and will compound disciplinary responses, regardless of the severity of the original violation. Along with this commitment is the firm understanding by all parties that parents and guardians accept and support any disciplinary action taken by the school. It is not for any student or family to determine what is appropriate disciplinary action. Rather, the school alone will decide what constitutes a breach of the school rules and what kind of response, up to and including dismissal and removal of academic credit, any such breach warrants.

Behavioral issues are handled on a case-by-case basis, with consideration given to individual needs and circumstances, support provided by parents, and a variety of other factors. Teachers and administrators recognize that students make occasional mistakes and experience lapses in judgment. Conversations about behavior happen frequently and students come to expect that faculty will play an active role in their lives. Our approach is proactive. We understand and expect that mistakes will happen, as they are an integral part of growing up. We are, first and foremost, a community of learners. Respect for one another is critical.

The most important element in helping students learn to make sound choices is to have them realize the importance of accountability. Students are therefore expected to act with integrity in acknowledging their conduct, to accept the consequences determined by the school, and to move forward, having learned from their mistakes. The School strives to be fair, and consequences are carefully considered. Ultimately, however, the School, in its sole discretion, decides upon the appropriate disciplinary response to student misconduct. The School administration may delegate disciplinary matters as it sees fit, within the administration; thus, by way of example, if the Division Head or Assistant Division Head is unavailable, or is not the appropriate person to resolve a matter, another administrator may do so.

The School may discuss at any school meeting or assembly any issue of student discipline for the purpose of furthering the educational mission and learning environment for students and the School community.

The standards apply any time a student is on campus, any time a student is participating in or attending a school-sponsored event on or off campus (including sports or athletic events), any time a student is
officially representing the School, and any time a student is traveling on behalf of the School. In addition, the school regards any behavior prejudicial to the best interests of Cary Academy and its community, whether at school or elsewhere or via any form of online communication or social media, as sufficient grounds for a disciplinary response.

The Cary Academy Standards of Student Conduct, includes, though it is not limited to, policies in this Handbook.

Enforcement of the Rules

Cary Academy teachers will handle most infractions of rules as they occur; teachers have the primary responsibility to enforce the discipline system in the classrooms and on the Cary Academy campus in order to help ensure that an environment conducive to and supportive of learning is maintained. Division Heads, Assistant Division Heads, and Deans of Students will become involved in the disciplinary process when efforts by teachers do not elicit appropriate behavioral changes or in the case of major rules violations. In the Upper School, a Judicial Board may hear cases that involve a violation of a major school rule, violation of statement of community values, or demonstrate a pattern of behavior that does not meet the Standards of Student Conduct. The School also reserves the right to call an Administrative Review Panel, especially in situations involving sensitive issues that may not be easily shared with other students or faculty.

Judicial Board

The Upper School Judicial Board was created to involve students and faculty in promoting and maintaining shared values and expectations. The Judicial Board assists in determining consequences for serious or repeated violations of the Standards of Student Conduct. Through their leadership, students and faculty play an integral role in shaping and guiding school culture. Confidentiality is expected and required from all members of the Judicial Board.

In many first-offense cases, the School administration makes a determination concerning any disciplinary consequences or course of action. In more serious and/or second-offense cases, the student may go before the Judicial Board. At any time, the Head of Upper School may choose to have a case reviewed by an administrative panel, rather than the Judicial Board, especially in situations involving sensitive issues that may not be easily shared with other students or faculty.

Jurisdiction:

- The Judicial Board typically hears cases that involve violations of major School rules, or patterns of behavior that do not meet the Standards of Student Conduct. These include, but are not limited to, violations of major School rules, including, but not limited to, breaches of community values or theft; vandalism; harassment; tobacco, drug or alcohol possession, use, or distribution; possession of weapons; academic dishonesty; fighting; reckless endangerment; leaving school grounds without permission; gross disrespect of faculty, staff, or student(s) and other offenses as may be determined by the Head of School in the Head of School’s sole discretion.
- After an investigation of student misbehavior by the Dean of Students, Assistant Head of Upper School and/or the Head of Upper School, if warranted, the Head of Upper School will generally request that the Judicial Board be convened at the first opportunity.
- The Judicial Board does not re-investigate violations of School rules, but rather it has the responsibility of recommending appropriate responses to unacceptable student behavior.
Judicial Board Membership:

- The Judicial Board will be composed of eligible students elected by the Upper School student body, and/or appointed by the Judicial Board Selection Committee, and of nominated faculty members appointed by the Head of Upper School. A Dean of Students will serve as the facilitator and the nonvoting Chair of the Judicial Board. The Chair may, in the Chair’s sole discretion, change the composition of the Judicial Board at any time and for any reason. The Chair acts as a facilitator and is a non-voting member of the body. The Head of School may attend all Judicial Board meetings as an observer.

Selection of members:

- Each spring, students from each class will elect members for the Judicial Board from their classes. Rising seniors will elect three members; rising juniors will elect two members; rising sophomores will elect one member. The Grade Leaders will supervise this election.
- In addition, the Judicial Board Selection Committee will annually appoint two rising seniors, two rising juniors, and two rising sophomores to the Board after an application and interview process. Selected students may not have been on disciplinary probation during the current year.
- Faculty members may nominate themselves or colleagues by submitting names to the Dean of Students. The Head of Upper School will appoint the faculty representatives.
- The Dean of Students, rotating memberships as much as possible, will select three faculty and three students for each hearing. Teachers and students may excuse themselves from a hearing if there are reasons why they may be unable to be impartial or if they cannot be available for the hearing.
- Membership on the Judicial Board is for one year unless there is need for dismissal. Student members who are placed on probation or violate confidentiality rules will be dismissed after a hearing with the Dean of Students, Assistant Head of Upper School and the Head of Upper School.
- Membership on the Judicial Board will be contingent on the completion of training sessions.

Student Advocate:

Appearing before the Judicial Board can be stressful for a student. To assist and support the student in this process, the student will select a faculty or staff member advocate who knows the student well. The advocate should discuss the incident and read through the written summary with the student. The advocate will meet with the student prior to the hearing, attend the hearing with the student, speak on the student’s behalf, and meet with the Student following the hearing.

Procedure:

The Judicial Board typically follows the procedure outlined below:

- Following an investigation, the Dean of Students will provide the Student and parents with a written account of the violation(s) of School rules and the facts as they are understood. If appropriate, changes will be made before the final document is presented to be signed. The student will then be asked to review and sign the final statement before it is presented to the Judicial Board. When there is a disagreement regarding the facts, this will be noted in the written document submitted to the Judicial Board.
• A Judicial Board will be convened and the Dean of Students will provide copies of the signed final statement and other documents as appropriate. The Dean of Students may be asked questions by members of the Judicial Board to clarify aspects of the case.

• The student and advocate will then be asked to join the hearing. The student will be allowed to make a statement to the Judicial Board and answer questions relating to the statement. Lawyers and parents are not permitted at these hearings.

• The advocate will then be asked to make a statement. It is the choice of the advocate whether to have the student leave or to remain to hear his or her statement. Both the advocate and the student will then be excused.

• In a closed session chaired by the Dean of Students, the Judicial Board will discuss the facts of the case that have been presented and propose a disciplinary action to the Head of Upper School. Depending on the charge and mitigating and aggravating factors, detentions, suspensions, community service, loss of privileges and even dismissal may be proposed as appropriate consequences. Mitigating and aggravating factors include the student’s previous record, forthrightness, cooperation, age, remorse, and/or intent. In the discussion of consequences, School policies and precedents will help guide the Board.

• The proceedings of the Judicial Board are considered confidential. Judicial Board members are required to refrain from discussing any Judicial Board decision or case outside of the Judicial Board.

• The Judicial Board strives for consensus, not simply the support of a majority, throughout its hearings.

• The Dean of Students will then present the Board’s recommendation to the Head of Upper School. The Head of Upper School will either accept the recommendation or return the case to the Board for further consideration. Once the Head of Upper School accepts a recommendation, the family and student will be informed of the outcome.

• The family may appeal the Judicial Board decision to the Head of School. Appeals can be based on either or both of two grounds: (1) the Judicial Board did not properly follow policies and procedures, and (2) there is new information which may mitigate Judicial Board’s decision. The appeal must be received in writing by the Head of School’s Office within 24 hours of the family being informed of the decision and clearly identify the grounds for the appeal. The Head of School’s decision on appeal is final.

• The Head of Upper School may share the incident details with the US faculty. The Head of School has the discretion to share with the School community incidents of student misconduct, including resulting disciplinary decisions or other outcomes, so that all members of the School community may learn and grow from the experience.

Detention

Students may be required to serve a detention for violations of school policies and inappropriate behavior. Students are expected to be aware of and follow all school policies and practices. The Upper School treats missing homework and being unprepared for class as academic matters that are reflected in a student’s performance and effort grades. Detention takes precedence over all other school activities.

Upper School students may be required to serve detention for infractions of school policies. Students receiving detentions will typically be notified by a faculty or staff member and a follow-up e-mail will be sent to the student, parent, and advisor. Upper School detention is held on Monday thru Friday afternoons from 3:30 p.m. through 4:15p.m. Students are expected to serve a detention within two days of the detention being assigned. That means that a student may serve the detention on the day it was assigned, the subsequent day, or two days after it was assigned. Students are expected to arrive promptly at 3:30 p.m. to the US Office and to sit quietly or provide community service under the supervision of a faculty
member. E-mail, “surfing,” games, school work, and other diversions will not be permitted. Skipping or tardiness to detention will earn a student additional detentions and/or a meeting with the Dean of Students. If a student accumulates more than 4 detentions in a trimester or 8 in the year, she/he will meet with the Dean of Students.

**Suspension**

Serious discipline infractions or repeated violations of behavioral guidelines may result in a student serving a suspension. Suspension is a disciplinary measure that isolates the student from the School community and may be assigned to be served at school or at home. During this period, the student is not allowed to participate or be a spectator in the academic or extracurricular life of the school. Suspended students are responsible for all schoolwork assigned while they are away and for getting those assignments on their own. The faculty is not required to give extra help or attention to those students who have been suspended. Note that this does not mean that an academic penalty automatically applies to the work a student misses as a result of the suspension; the work that a student completes while on suspension will still be assessed on its own merit. Students who are suspended twice during an academic calendar year should expect to be dismissed from Cary Academy.

**Dismissal and Denial of Re-enrollment**

Serious offenses can result in dismissal or denial of re-enrollment for the coming year. Students may be dismissed for violating serious School rules such as, but not limited to, drug and alcohol possession, distribution, or use, harassment, academic dishonesty, weapons possession, stealing, and vandalism. In addition a student may be dismissed for conduct deemed detrimental to the interests of a safe and secure School community. The decision to dismiss a student rests with the Head of School often with advice from the Division Head. The Board of Directors does not involve itself with disciplinary matters and directs that any appeal be made to the Head of School. A dismissed student may or may not be permitted to apply for readmission at a later date.

**Parent Involvement**

Disciplinary matters and student issues are handled directly by teachers, administrators, and appropriate staff. If a student is having an issue with another student, parents should not attempt to deal with the other student directly about that matter. Doing so may put a student in an intimidating situation and is best resolved, when appropriate, through a School administrator. Please speak to the appropriate School administrator for guidance with respect to any questions about contacting another student or parent about a School-related matter.

**Disclosure to Next Schools**

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

**Recording and Reporting Violations of Student Conduct to Colleges and Universities**
School policy requires that suspension and other serious breaches of school discipline or general codes of conduct (such as violations of academic honesty and incidents involving violence or substance use or abuse) become a part of that student’s school record while enrolled at Cary Academy. Many colleges and universities ask schools to report serious student infractions, including suspensions and/or dismissals that occur after the submission of an application for admission or acceptance by a college or university.

Cary Academy’s policy is that when asked, the School will only report suspensions and/or dismissals from Cary Academy that occur during high school. In accordance with our Statement of Community Values, we expect our students to do the same. The College Counseling Office will assist students in preparing a forthright and thoughtful statement.
XII. STUDENT HEALTH SERVICES

School Nurse and Illness

The goal of health services at Cary Academy is to assist students to maintain their health and support their success at school. Our School Nurse serves as a public health advocate to advance the well-being, academic performance and health of students in both the Middle School and Upper School. The nurse's office is located on the first floor of the Middle School. Students and parents are encouraged to contact the School Nurse at any time. If a parent has concerns about their child or about participation in nursing services, the parent should speak directly with the School Nurse.

The School Nurse at Cary Academy provides the following services:

- Analyzes and manages the health records submitted through Magnus Health SMR.
- Maintains student immunization compliance according to state guidelines.
- Delivers first aid and emergency care utilizing nursing professional assessment skills.
- Administers medications required for students to complete the school day.
- Manages, in compliance with physician orders, student health conditions such as diabetes, food allergies, asthma, seizures and injuries.
- Collaborates with parents, teachers, school counselors, coaches, administrators and health care providers to maintain student’s health and promote academic success.
- Maintains Emergency Equipment such as AED’s, travel medical kits and disaster kits.

The information revealed by a student or parent to the School Nurse or the School Counselor is confidential and will be shared on a need-to-know basis, as appropriate. For further information on our confidentiality policy, please refer to this Handbook’s Policy on Counseling Services.

In the event of student illness or injury that requires home or emergency care, the School Nurse will provide appropriate care and attempt to contact a parent at work or home; if the parent cannot be reached, the School Nurse will call the “emergency contact” number provided by the parents. The School Nurse cares for ill students until a parent arrives.

To maintain a healthy school environment and reduce the spread of communicable disease, students who become ill during the school day must see the School Nurse, who will then contact parents and the appropriate division office if the student must be sent home. The nurse may send students home for the following and other medical reasons deemed appropriate.

- A temperature above 100 degrees.
- Vomiting at school.
- An undiagnosed rash.
- Repeated diarrhea of unknown origin.
- Severe Cold symptoms.
- Contagious illnesses and infections including conjunctivitis (pink eye), streptococcus and staphylococcus.

Medications at School

Every student has a Magnus Health account. The medications that the student takes on a daily or occasional basis should be listed on the Vital Health Record of the student’s account. Over the counter medications listed on the Cary Academy Medication Administration sheet may be administered to the
student at school or on school trips at their request and at the recommendation of the School Nurse if the signatures of the parent and health care provider have been provided. Any prescription medication that the student may need during the school day must be left with the School Nurse in its original container and the prescription medication form must be completed. Students should never carry over the counter or prescription medications without the prior knowledge of the School Nurse. Possession of over the counter or prescription drugs is a violation of school policy and can result in serious disciplinary consequences. Exceptions are made for asthma inhalers and epinephrine auto-injectors after clearance from a physician and the School Nurse.

Emergency Administration of Epinephrine and/or Diphenhydramine by School Nurse:

The School Nurse is authorized by the Cary Academy Physician Consultant to administer oral diphenhydramine hydrochloride (Benadryl) and/or subcutaneous epinephrine to any student or staff member who exhibits symptoms of severe allergic response or anaphylactic shock. Emergency services (911) and parents will be called in any situation that epinephrine has been administered.

In the absence of the School Nurse, designated personnel will administer medication. In the event that medication administration requires special expertise, involves unusual risks, or a student or parent refuses to adhere to the medication policy, Cary Academy reserves the right to decline to administer the medication. Medications will be kept in a locked cabinet and stored as prescribed. All medications brought to school for a student for administration during school hours and school activities must be in the original container. Prescribed medications not in the original container cannot be accepted or administered by Cary Academy. Each student’s medication and medication administration record will be maintained in a confidential manner and disclosed on a need-to-know basis, as appropriate.

Self-Medication:

A student may be allowed to carry and self-administer asthma medications, insulin, and epinephrine when parent(s) and physician assess, in collaboration with the School Nurse, that the student is able to use them appropriately. A parent may elect to have asthma medication, insulin, and epinephrine administered by the School Nurse in accordance with other medication procedures. Cary Academy will assume no liability for monitoring self-administration, including frequency, dose, or failure to self-medicate when necessary. Students who violate this policy may be subject to disciplinary action. Parent(s)/guardian(s) of children who self-medicate during the school day may be held liable if another child takes the medication.

Health Records, Regulations, and Access

The School requires proof of an annual physical examination from a licensed physician and proof of up-to-date immunizations for every student to be kept on file in the Health Office (please see below for a more detailed policy on immunizations).

Parents are asked to provide the School with information about the student’s physical and emotional health. In part, this information is obtained to comply with state law; it is also needed to keep the School well-informed of the health of all students. The School is sensitive to the privacy of this information and is committed to protecting the confidentiality of students and their families as indicated in the “Confidentiality” section of this Handbook.

Immunizations

North Carolina state law requires immunizations for every child in our state, unless the student qualifies for a medical or religious exemption. A list of required immunizations for entry into sixth grade is
available from the School Nurse, student’s pediatrician or on the CDC website. In 2015, North Carolina changed the immunization requirements for all students entering the seventh grade. The School Nurse is required to report immunization status to the Health Department by the 30th day of school. After this date, non-compliant students are not permitted to attend school until they show proof of immunization.

Medical Leave

Understanding the nature and range of conditions that arise with teenagers, the treatment for certain medical and psychological conditions and behaviors must occur outside the school setting. Severe depression, eating disorders, suicide ideation or attempts, self-injury, and substance abuse disorders are examples of such conditions that generally require more treatment, support, supervision, and guidance than the school can provide. In some situations, these conditions and behaviors may also create undue disruption in the School community.

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

- when mental health or physical symptoms are preventing the student from functioning academically;
- when a physical or mental health condition is seriously interfering with a student’s attendance at school (generally, more than six total days of absence in one trimester, or 10 days in two consecutive trimesters, will trigger such a discussion);
- when a student behaves in ways that can be considered self-destructive or dangerous to others; and/or
- when a student is not engaged in treatment that the school has made a condition of attendance, after the student has been evaluated by medical and/or mental health professionals, who have deemed such treatment appropriate.

This initial discussion of a medical leave should establish for school personnel what steps the family is taking to ensure that the student is well enough to participate fully in life at the school, and should establish for the family what further steps the school may take if the problem does not improve. An administrator will generally consult with the student’s teachers, the school nurse and/or the school counselor, and the Learning Specialist when appropriate, in continuing to monitor the situation. Decisions about granting or requiring a medical leave, or reinstating a student who has been on leave, rest with the Head of School and Head of Upper School. They will be guided by the principal goal of a medical leave: to give the student the opportunity to regain health and thereby function consistently, productively, and safely at school. In the absence of a treatment plan that meets these needs in the view of these school personnel, the school may require the student to withdraw.

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

**Food Allergies**

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

The School is committed to providing a safe and inclusive environment for all students. Parents of students who have severe allergies with the potential for developing anaphylaxis must meet with the School Nurse to develop an Action Plan **prior to the start of the school year**. Classroom management will be discussed at that time. This plan must be reviewed prior to the start of each school year.

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

**Head Lice**

It is the position of the American Academy of Pediatrics, the Harvard School of Public Policy, and the National Association of School Nurses that the management of head lice should not disrupt the educational process. Lice are not a major health problem since they do not transmit diseases or cause permanent problems. Nonetheless, the School understands the unpleasantness of the condition and the desirability of limiting its spread across the School community. The School therefore has a “no nit” policy.

Students with any nits or lice will be sent home. A parent will be contacted by phone and written information will be sent home with grade level students. If the student participates in the school bus program, written information will be sent to bus families.

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

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

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

**Emergencies**

The School Nurse will attempt to contact parents regarding illness or injury, minor or serious, but in circumstances that warrant immediate attention when the School is unable to reach the parents/guardians, designated emergency contacts, or the student’s physician, the School Physician will be consulted to determine appropriate management. In the event of a serious emergency, an ambulance will be called, the student will be taken to the nearest hospital emergency room, and at least one parent will be notified immediately. The School neither diagnoses nor treats injuries that occur on non-School time, but does offer temporary first aid for problems that arise during School. If a student complains of a persistent ear ache, sore throat, rashes, or joint pain, such complaints warrant a call to the student’s pediatrician.

Parents are expected to keep Emergency Forms up-to-date. Please remember, it is most important that the School have current home, work and cell phone numbers for parents/guardians, day care providers, or others (relatives, friends, or neighbors) who routinely assume temporary care of the student if the student’s parent(s) cannot be reached.

Parents will be notified of an illness or injury that may require follow-up medical care. A “Consent to Treat Form” must be on file for every student, allowing the School to obtain necessary medical assistance.
XIII. STUDENT SUPPORT SERVICES

Learning Support Services

The Learning Specialist's primary role is to assist faculty in supporting the unique educational needs of those students identified though individual education plans. The Learning Specialist works with identified students to help them develop effective learning strategies and advocacy skills. The Learning Specialist is available as a resource to parents of identified students, providing guidance and information to help them better understand and support their child's learning needs. There are two Learning Specialists; one who oversees grades 6-8, another for grades 9-12.

Students with Identified Learning Differences

Federal Law provides students and families with certain protections regarding the disclosure of learning differences and other personal health information to third parties. In order for us to verify and help a student receive any accommodation of program or classroom procedures, it is necessary that School officials know of the need and have verification from an appropriate professional and full disclosure of testing results. The School cannot assist a student in registering for “special conditions” on standardized tests such as the ERB, PSAT, ACT, SAT I, SAT II, and AP exams without a statement from the parent allowing the School to disclose the nature of the learning difference and the accommodations, if any, that are normally provided by the school. In order for the School to disclose this information to colleges, we must have a statement of self-disclosure. Typically, these test accommodations are made only if such accommodations are made in all of the student’s courses.

Our best advice is to disclose learning differences and to do so as soon as possible. There are four reasons for this:

- Without that disclosure, we cannot make arrangements for classroom accommodations or for special testing conditions such as extra time or large print exams.
- The more information faculty members have about a particular student’s learning needs, the better able they will be to serve that student academically.
- Students who self-disclose help themselves in the college selection process because colleges are in a better position to assess the student’s progress and to assess whether the student is likely to be successful on their campus.
- Testing companies such as Educational Testing Service and the College Entrance Examination Board normally want test verifications that are no more than three years old. Disclosing such testing to school officials will help us monitor that timeline and advise students and parents regarding deadlines, retesting issues, etc.

Colleges do not automatically conclude that a student who self-discloses is requesting accommodations. Colleges use that information to better understand the student’s needs and to evaluate progress in school. A self-disclosure form is available in the Upper School Office, from the College Counseling Office and from the School Counselors.

Tutoring

Tutoring Policy - Faculty Tutors
A subject teacher cannot tutor a student because of extended absences, need for intensive review, or weak preparation in the subject area. On a limited basis, a teacher can meet with a student after or prior to school. Should the student need more extensive support, an external tutor may be necessary.

During the school year, compensated tutoring (including preparation for standardized testing) may not be provided by any current Cary Academy faculty member. Division Heads may approve compensated tutoring by Cary Academy faculty over the summer.

**Tutoring Policy - Non-Faculty Tutors**

All external tutors who will be providing services to Cary Academy students on campus must receive advance approval. For more information regarding the approval process, visit Academics-->Learning Support-->On Campus Tutoring Policy on the Cary Academy website.

**Upper School Tutoring Policy**

A subject teacher may consider tutoring necessary for a student because of his or her extended absence, need for intensive review, or weak preparation in the subject area. Recommendations for external tutoring should be made with the input of the Department Chair and Division Head.

**Counseling Services**

The goal of Counseling Services at Cary Academy is to support the School’s mission to educate the whole child by focusing on the social and emotional development of students. In particular, School Counselors are available to assist students for whom academic, social and emotional issues are affecting the learning process or general development. Counseling is provided individually or in groups. School Counselors are also available as a resource for parents, providing guidance on issues related to adolescent development, parenting, and the student’s school experience. When students or families require support that extends beyond the means of Cary Academy staff, or at the parent’s request, the School Counselors provide parents with referral information regarding professional services in the community.

The information revealed by a student or parent during counseling is confidential and will only be disclosed on a need-to-know basis. However, an exception is warranted when disclosure reasonably appears necessary to protect the student or someone else from serious, foreseeable, and imminent harm. If the School Counselor reasonably believes that the student may be in imminent danger, the counselor may contact the person who is responsible for the student’s well-being (usually a parent). In such instances the School Counselor will inform the person that he or she is concerned for the student’s safety and recommend a course of action.

Similarly, parents may be contacted when the School Counselor reasonably believes that there may be a social, emotional, or behavioral condition that requires further assessment or treatment and at other times. Sometimes the law requires disclosure when there is information that indicates the possibility of child abuse.

Students and parents are encouraged to contact the School Counselor at any time. If a parent has concerns about their child or about participation in counseling services, the parent should speak with either the counselor or the Division Head.
Confidentiality

Members of the School community commit themselves to maintaining appropriate professional tact and discretion with regard to confidential information they receive. However, confidential information may be disclosed to the Head of School, appropriate administrators, outside professionals, law enforcement officers, parents/guardians and others when there is a compelling reason for doing so, including, without limitation, in cases of health and safety emergencies (when students or others are in imminent danger of harm); when there is concern about an individual’s ability to function academically, emotionally, physically, and/or mentally within the School environment; or when legal requirements demand that confidential information be revealed.
XIV. PARENT INVOLVEMENT

Parental Comportment and Support for School Policies

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

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

To assist in creating the most effective relationship, the School expects that parents will observe the following guidelines:

1. **Share in the School’s vision.**
   - Support the mission of the School.
   - Understand and support the School’s philosophy, policies, and procedures.
   - Support the School’s disciplinary process, and understand that the School’s authority in such matters is final.
   - Be supportive of the School’s commitment to a diverse and inclusive community.
   - Acknowledge that the payment of tuition is an investment in the education of the student, not an investment of ownership in the School.
   - Support the School’s emphasis on sustainable practices.

2. **Provide a home environment that supports the intellectual, physical and emotional growth of the student.**
   - Create a schedule and structure that supports a student’s study and completion of homework requirements.
   - Be aware of the student’s online activities and use of computers, television, and video games.
   - Encourage integrity and civility in the student.
   - Be a role model, especially when it comes to behavior at School and at athletic events.
   - Encourage the student’s participation in events that promote high standards; actively discourage participation in events that can lead to illegal or unwise behavior.
3. **Participate in the establishment of a home/School and School community relationship built on communication, collaboration, and mutual respect.**

- Provide a home environment that supports positive attitudes toward the School.
- Treat each member of the community with respect, assume good will, and maintain a collaborative approach when conflicts and challenges arise.
- Help build and maintain a positive School environment by not participating in or tolerating gossip.
- Maintain tact and discretion with regard to confidential information. In cases when students or others are in imminent danger of harm, when there is a compelling reason for doing so, or when legal requirements demand that confidential information must be revealed, information may be disclosed to the Head of School, administrators, outside professionals, or law enforcement officers.
- Respect the School’s responsibility to do what is best for the entire community, while recognizing the needs of an individual student.
- Seek to resolve problems and secure information through appropriate channels (i.e., teacher/advisor/counselor, Head of School, in that order).
- Acknowledge the value of the educational experience at the School by making regular and timely School attendance a priority, scheduling non-emergency appointments outside the classroom day.
- Support the School through volunteerism and attendance at School events.
- Financially support the School to the best of one’s ability.
- Share with the School any religious, cultural, medical, or personal information that the School may need to best serve students and the School community.
- Understand and support the School’s technology policies.

### Parents’ Role In Alcohol/Drug Prevention

Parents are often concerned about the use of alcohol and drugs by students and the social acceptability of its use. The following goals have been developed for parents as a guide for discussion and as a foundation for community agreement.

*As parents we will:*

- Become informed about the facts of alcohol and drugs so that we can discuss these substances credibly with our children.
- Develop and communicate to our children a clear position about alcohol and drug use.
- Promote and encourage social activities without alcohol and drugs.
- Not serve alcohol to other people’s children who are under the legal drinking age or allow underage people to bring alcohol or drugs into our homes.
- Support School and law enforcement policies regarding the use of alcohol and drugs by young people.
- Request and endorse the implementation of comprehensive and meaningful alcohol and drug abuse prevention programs.

*In addition we will:*

- Take responsibility for our own children and be concerned for the welfare of the children of others.
- Set a responsible example for our children.
- Attempt to resist peer pressure and encourage our children to do likewise.
• Help our children develop healthy concepts of themselves and effective problem-solving, decision-making, and communication skills.
• Not sponsor or condone activities our children or we are unable to control (such as parties with limited or no adult supervision).
• Communicate openly with other parents to establish a sense of community and to provide support in giving consistent messages to our young people.

The School Counselors and Division Heads are available for discussions with parents and students on a variety of matters, including alcohol and drug-related issues.

Gatherings Off Campus - Not Sponsored by the School

It is important to remember, through their quest for acceptance from peers and their desire for greater independence, that students still need clear boundaries and guidance, and the following section provides some ideas to consider. They are designed to be practical and, more importantly, are based on the values that we, as a School, stand for as part of our mission. In this sense, we hope that all our parents will support these in spirit, if not in letter.

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

2. Clearly establish ground rules and expectations with your child before the party takes place (before your child goes to any social event).
   • Let students know your expectations: they want guidelines, though you may hear something quite different.
   • Give students options, but with clear guidelines. Discuss their responsibilities and discuss what the consequences are for inappropriate behavior and what the rewards are for appropriate behavior.
   • Stress the concept of shared responsibility.
   • Parents should take the responsibility of “playing the heavy,” if there is inappropriate behavior.

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

4. If your child is invited to a party, you should contact the parent giving the party and:
   • Verify the location.
   • Verify that parents will be present.
   • Verify the starting and ending time.
   • Offer assistance (e.g., chaperone, food, etc.).
   • If there is to be a sleepover, find out what the ground rules will be.

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

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

No student will be permitted to begin School in August unless the tuition has been paid in full or a family is participating in one of the payment plans and is current with payment. The School does recognize that families may experience extenuating financial circumstances. While the School is willing to work with families in these instances, all accommodating payment plans must be approved in writing by the Head of School and payments must be received on a regular basis.
XVI. RE-ENROLLMENT

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

Holding Enrollment Contracts

After the spring grading period, the faculty may review the academic and citizenship standing of all students. At this time, students who are on Academic Probation, who have violated the School’s Honor Code, who are on Disciplinary Probation and/or who, in the opinion of the School, are not living up to the standards of the School community, may have their enrollment contract for the following school year withheld until the end-of-year review.

Re-admission Policy

The Head of School reviews the academic and behavioral records of students at the end of each school year. A decision to re-enroll a student and to subsequently forward a re-enrollment contract to the parents is based upon a student’s academic record, effort, attitude and behavior throughout the prior year, and upon the willingness of the parents to accept and exemplify their responsibility in the partnership of education. On occasion, re-enrollment contracts are held until later (usually April or May) when the School decides that an appropriate decision about placement can be made, or are not extended at all, if the School determines that such a recommendation is in the best interest of the student and/or the School community. The Head of School, in his or her sole discretion, makes the final decision as to whether a student will be invited to return for another year.

This difficult conclusion is only reached after careful consideration. While parents are obviously involved in this process, the School will make the ultimate decision, and will assist, if possible, in the process of locating an appropriate alternative school.

Sibling Enrollment and Early Decision Process

Qualified children of faculty/staff and qualified sibling candidates may be given admission priority, but the School may give highest priority to motivated students demonstrating solid academic achievement or promise, and to those whose values and citizenship reflect their capacity to make a meaningful contribution to the School community. These applicants are expected to meet the same criteria as other students in terms of both readiness and behavior. To maintain balance at each grade level, the gender of the sibling may affect preference status.

Current families who are interested in applying for a sibling are urged to contact the Admissions Office in September and to check the CA website. Enrollment decisions, regardless of a family’s prior or current relationship to the School, are always made at the School’s sole discretion.

Family Leave

Families who take a leave of absence from the School of a year or more are generally expected to apply to the School for readmission. The student will be considered on a space-available basis, as well as within the context and competition of the applicant pool for the student’s grade level. Ultimately, the School cannot predict the number of openings or competitiveness of applicant pools for specific grade levels, and
given the School’s high enrollment, there is never a guarantee of readmission for the following year. Applications for admission, from both current and new families, must be submitted by the posted Admissions deadlines. Enrollment decisions, regardless of a family’s prior or current relationship to the School, are always made in the School’s sole discretion.