

HIGHLAND SCHOOL



UPPER SCHOOL HANDBOOK 2011-2012

DIRECTOR – CASSIN BERTKE

**597 Broadview Avenue
Warrenton, VA 20186**

**Upper School Office: 540-878-2720
Upper School Fax: 540-878-2731**

**E-mail: admin@highlandschool.org
Web: <http://www.highlandschool.org>**

The Mission of Highland School

To provide a demanding academic and co-curricular program that develops the skills and character essential for students to meet the challenges of college and leadership in the twenty-first century.

ADMISSION AND EMPLOYMENT POLICY

Highland School does not discriminate on the basis of race, color, gender, sexual orientation, religion, nationality, or ethnic origin in the administration of its educational, employment, or admission policies, and its scholarship, athletic, and other school-administered programs.

The information presented in this Handbook is intended for the sole use and benefit of the Highland School faculty, staff, students, and parents. Any other use is strictly prohibited.

Philosophy

The philosophy is informed by the Mission and rooted in four core beliefs.

1. A WELL-ROUNDED EDUCATION DELIVERED IN A NURTURING ENVIRONMENT IS THE BEST PREPARATION FOR COLLEGE AND LIFE BEYOND.

A program comprised of challenging academics, exposure to fine and performing arts, and the opportunity to participate in team sports and lifetime fitness activities allows students to develop in a balanced way. Educational experiences emphasize cooperation and problem-solving while developing essential skills of literacy, creative thinking and critical inquiry. A variety of experiences including competitive athletics and non-competitive activities challenges students to extend their physical limits and develops self-discipline. A nurturing learning environment is achieved by measures that provide physical, emotional and intellectual safety. Physical safety is maintained by properly designed facilities, policies and community standards. Time devoted to small and large group assembly and interaction helps build an emotionally safe environment. The encouragement of intellectual risk-taking and differentiated instruction designed to meet the needs of a diverse group of learners, creates a safe intellectual environment.

2. THE SCHOOL STRIVES TO DISCOVER THE PROMISE AND POTENTIAL IN EACH STUDENT.

The School enrolls students who demonstrate the potential to benefit from the Highland program and provides an environment that fosters intellectual and personal growth. Each student is recognized as having unique gifts, and is appreciated as a valued member of the School community. A fundamental expectation is that all students have the potential to be successful and will be meaningful contributors to school life. To that end, Highland offers a wide range of opportunities where students may discover and develop their potential.

3. THE STUDENT-TEACHER RELATIONSHIP AND COMMUNITY RESPONSIBILITY ARE AT THE CENTER OF THE LEARNING EXPERIENCE.

The Highland experience is based on small class size and a caring community that provides attention to the individual. Faculty value working closely with the individual student and utilize a variety of methods to empower all kinds of learners. The relationship that begins in the classroom is developed into a broader connection to other adults and students across divisions. Students are taught that the quality of school life depends upon the unselfish contributions of every community member. Parents are an important part of our learning community and are expected to work in partnership with the School. Highland believes in the power of community service to remind students they also have a commitment to people outside our immediate community.

4. CHARACTER DEVELOPMENT IS EQUAL IN IMPORTANCE TO ACADEMIC DEVELOPMENT.

At the heart of character is self-knowledge. As a community of learners, Highland believes in reflective practice and the importance of knowing oneself, as this becomes the basis for growth. One of the most important ways our students come to know themselves is through the interaction with students of diverse views, abilities, interests, and life stories. A sense of personal responsibility and the appreciation for the dignity of hard work are key tenets of a Highland education. By providing leadership and character-building activities, Highland ensures that each student receives the instruction and experience necessary to become a responsible citizen. We define leadership broadly so all students can see potential in themselves as a leader. The honor code and the school-wide character themes are the covenants necessary for students to participate in the Highland community where trust and integrity are essential.

Table of Contents

Upper School Overview	1
Section 1 – STUDENT CODE OF CONDUCT	1
Honor Code	1
Honor Council, Prefect Board & Student Council	2
GENERAL POLICIES AND GUIDELINES	2
Conduct	2
Dress Code	3
Dress Down Days	4
Dress Up Days	4
Disciplinary Actions	4
Driving and Parking	4
Drug and Alcohol Policy	5
School Environment Policy	5
Health Track of the Drug and Alcohol Policy	5
Electronic Equipment	5
Food and Drink	6
Gambling	6
Limited Access	6
Lockers	6
Lunch	6
Mac Lab	7
Public Displays of Affection	7
Senior Lounge	7
Student Lounge	8
Telephone Use	8
Tobacco Policy	8
Vandalism	8
ATTENDANCE	8
Attendance Policies	8
Academic Guidelines for Absences	10
Tardiness	11
DISCIPLINE	11
Disciplinary Action	11
Detentions	11
In-School Suspensions (ISS)	11
Disciplinary Intervention	12
Out-of-School Suspension (OSS)	12
Dismissal	12
College Counseling and Notification of Disciplinary Action	12
Section 2 – ACADEMICS	13
Academic Overview	13
AP Exams and Fees	13
Senior Attendance at AP Classes during the Senior Project	13
AP Exam Attendance	13
Books	13
Course Changes and the Drop-Add Period	13

Course Load	14
Course Placement	14
Course Placement For Transfer Students & New Freshmen	14
Transfer Credits	15
Satisfying Course Requirements elsewhere	15
Exams	15
General Information	15
Senior Exams	16
Grading	16
Letter Grades	16
Grade Point Average (GPA)	16
Incompletes	17
Graduation Requirements	17
Academic Requirements	17
Other Requirements	17
Physical Education/Participation	17
Freshman Wellness	18
Community Service	18
Junior Internship	18
Senior Project	18
Homework	18
Honor Roll	19
Independent Studies and Internships	19
Learning Center	19
Library – Hazel Library General Information	20
Library Resources	21
National Honor Society	21
Parent/Teacher Conferences	21
Remediation Policy	22
Report Cards	23
Senior Celebration Day	23
Standardized Testing	23
ACT	23
PLAN	23
PSAT	23
SAT	23
SAT Subject Tests	23
Students with Academic Concerns	23
Make Academic Progress Successfully (MAPS)	23
Academic Probation	24
Study Hall	24
Senior Study Hall Privilege	24
Summer Reading	25
Section 3 – CO-CURRICULAR PROGRAMS	26
Advisory Program	26
Athletic Program	26
Positive Coaching Alliance	27
Athletic Offerings	28
Upper School Athletic Boosters	28

College Counseling Program	28
Experiential Education Program	30
Field Studies	30
Wilderness Trips	30
Trips Abroad	30
Field Trips	30
Character and Leadership	31
Sustainability/Green Team	31
Senior Projects	31
Service Learning	32
Guidance and Wellness Program	33
Section 4 – UPPER SCHOOL GENERAL INFORMATION	35
Communication with Upper School Parents	35
HawkSquawk	35
Technology Acceptable Use Policy	35
Upper School Parent Committee	36
Visitors	36

OVERVIEW

The Upper School offers many paths to excellence and a supportive environment in which to achieve. The School provides students with opportunities to discover their interests, unique abilities, and passions. Students experience challenging college preparatory academics including independent study and numerous advanced placement courses, and opportunities to fully participate in both athletics and the visual and performing arts. Challenge and support go hand in hand, and a low student-teacher ratio ensures that students receive the individual attention needed to develop their unique, inherent abilities, including independence and confidence – skills essential for success in college and in life. The Upper School strives for an environment that nurtures students while developing the individual's self-confidence. Students gain leadership opportunities in the classroom, through extracurricular activities and athletics. The Prefect Board, the Honor Council, the Student Council, and a well-developed community service program encourage students to develop their individual responsibilities as citizens and ensure that high moral and ethical standards permeate all facets of Upper School life.

SECTION ONE: STUDENT CODE OF CONDUCT

HONOR CODE

In the Upper School, the student-written Honor Code (printed in italics below) defines how a community should function for the benefit of all and therefore provides the underlying principles for all student behavior. Introduced to students by advisors and reinforced for Freshmen in Wellness Classes, the Honor Code acts as a refrain throughout the year in advisories and assemblies. Students experience and reflect on the implications of honesty, such as a defining feature of the Highland community: lockers with no locks. During this ongoing dialogue, adults in the community orchestrate a gradual shift of responsibility to allow students to take ownership of this code of ethics. Captains of teams attend summer training through the Positive Coaching Alliance and are responsible for encouraging and modeling sportsmanship and leadership throughout the year. The culmination of this student responsibility is the Prefect Board, a group of eleventh and twelfth graders, elected by students and faculty, who are the designated moral leaders of the School and preside over education about the Honor Code through visiting advisories, planning assemblies, and conducting an official signing of the Honor Code by all Upper School students and faculty, which is then displayed in the main hallway for the remainder of the year. When students sign this document, they are pledging to refrain from lying, cheating, and stealing, and they reinforce this commitment on quizzes and tests by writing “I pledge” at the top of their work.

This Honor Code, which entails standards regarding integrity, respect, and decency, is the center of the Highland School community. The Code is implemented not for the sake of a select few, but for the benefit of the entire School community.

The foundation of this Honor Code is based on the principles of individual responsibility concerning honesty and respect. As a member of the School community, each individual will recognize the need to respect others and their property. Each individual will be forthright and truthful, and will not encourage or participate in any act of dishonesty.

As a member of the Highland community, I understand that if I make a conscious decision to violate School rules or if I encourage others to do so, I will be in violation of the Honor Code and will be subject to appear before the Honor Council. In signing this Honor Code, I take full responsibility for all of my actions.

HONOR COUNCIL, PREFECT BOARD AND STUDENT COUNCIL

The Upper School has an Honor Council, a Prefect Board and Student Council.

The Honor Council, which consists of three members of the Prefect Board and three faculty members, is presided over by the Dean of Students. The Council acts as a fact-finding body that investigates potential Honor Code violations such as lying, cheating and stealing and makes recommendations to the Upper School Director for an appropriate institutional response to the incident.

The primary responsibility of the 10 members of the Prefect Board, elected by the students and teachers and advised by the Dean of Students, is to serve as positive role models in both the academic and social arenas. They are the moral leaders of the school. They lead by example and also through educational programming in forums such as assemblies and advisories.

The primary responsibility of the 20 members of the Student Council, elected by the students and teachers and advised by the Dean of Students, is to enrich the social life and school spirit of Highland School. They create and host a variety of events for all students and fundraisers to support those events.

CONDUCT

The primary goal of the School is to provide a learning environment where diligent students can focus during class without unnecessary interruptions. For this reason, Highland School takes very seriously the conduct of its students during the academic day. Any inappropriate conduct will result in disciplinary action. Note: The use or possession of alcohol or drugs on campus or at a School sponsored event will result in immediate dismissal from Highland School. This policy applies as well to students who come to School or to a School sponsored event under the influence of alcohol or drugs.

School Conduct Rules

1. Academic dishonesty or any other dishonesty will not be tolerated.
2. Unkind or disrespectful behavior is unacceptable within the School community.
3. Violence of any nature, even threats of violence, and hazing will not be tolerated.
4. No student will abuse or misuse the property of another student, the School or the community.
5. Disruptive behavior in the classroom will not be tolerated.
6. Profanity is not allowed anywhere on the School premises, in School vehicles, or at any School-affiliated activities.
7. Personal CD players and MP3 players are allowed in the Upper School as long as they do not interfere with the academic climate. Cell phone use is permitted before and after school and during break times only.
8. Gum chewing is not permitted anywhere on the School premises, in School vehicles, or at School-sponsored activities.
9. Smoking by students is not allowed on the School premises, in School vehicles, or at School activities. Highland School maintains a smoke-free campus and requests all its visitors to respect this policy.

While Highland School cannot be responsible for the behavior of its students outside of the school year and off School property, students must realize that they represent the School at all times, and any behavior, at any time, which brings the reputation of the School into jeopardy can affect their enrollment at Highland.

DRESS CODE

Philosophy

Clothing reflects the culture of the school. A dress code reminds students that school is a serious working environment. Students are expected to dress and groom themselves in a way that reflects standards of **neatness, modesty, and appropriateness for school**. Overly casual or revealing clothing not only distracts from academics, but is inconsiderate of other people's sensibilities. The dress code is in effect from 8:00 am until the end of the academic day, even if students are out-of-doors. If you are in doubt as to whether a particular garment is acceptable or not, **ask before you wear it**. Extremes in fashion, hairstyle, and hair color are unacceptable.

Below are guidelines for all Upper School students to observe. The interpretation of these guidelines will at all times remain in the hands of the Dean of Students and the Upper School Director.

Men

- A collared shirt that is firmly **tucked in** at the waist and buttoned to the second button. A collared sweater may also be worn.
- Trousers, slacks, or shorts of appropriate length (September until Homecoming; April 1- The End of the School Year)
- Slacks with belt loops must be worn with a belt.
- Blazers, sport coats, sweaters and official Highland sweatshirts or windbreakers **must be worn with a collared shirt**.
- Face must be clean-shaven.

Women

- A collared shirt or blouse must be worn at all times. Sleeveless shirts and blouses are not allowed. Girls must always wear a collar. **The only exception to this rule applies to dresses on dress up day**.
- Girls' blouses and shirts that are not designed to be tucked in must cover the waistband. Midriffs must not be exposed.
- Trousers, slacks, or shorts of appropriate length (September until Homecoming; April 1- The End of the School Year).
- Slacks with belt loops must be worn with a belt.
- Dresses with sleeves and collars, skirts, and jumpers must be two inches above the knee while standing straight up.

Both Men and Women

- Clothes, which comply with the dress code, may be of any color or fabric except denim or mesh.
- Sweaters, sweatshirts, fleece vests, jackets, or windbreakers may be worn only with a clearly visible collared shirt or blouse underneath.
- All clothes must be neat, clean, and **WITHOUT HOLES**, even on dress down days.

Shoes

- Shoes must be well structured with either full covering in the front or supportive straps in the back.
- Casual shoes and athletic shoes are appropriate.
- All shoes must be neat and clean and without holes or tears.
- Slippers, or flip flops of **any kind** are not permitted.

Shorts

Tailored, knee-length, Bermuda-style shorts or capris. Shorts and capris with belt loops must be worn with a belt. Shorts are allowed from September until Homecoming; April 1- The end of the School Year

Hair

Hair should be neatly groomed, and longer hair should not impede eye contact.

What is NOT PERMITTED

- Hats, caps or bandannas in the building.
- Pajamas or clothes resembling underwear.
- Visible body piercing other than ears.
- Bare midriff or midriff visible when arms are lifted above the head.
- Cleavage, bare shoulders, or strapless shirts, dresses, or blouses.
- Tank tops or t-shirts.
- Sheer fabrics, denim, or mesh.
- Cargo, carpenter-style pants and pants made to be zipped apart.
- Sweat or athletic pants or shorts.
- Slippers or flip flops of **any kind**.

Dress Down Days

The following exceptions to standard dress are allowed: Denim, sweat pants, knee-length shorts, t-shirts, hoodies, flip flops, and casual sandals.

Dress-Up Days

On dress-up days and other special occasions students are asked to dress in more formal attire.

Men: Shirts with a tie and dress pants with a sport jacket or blazer and dress shoes with socks. Jackets must be worn all day.

Women: Dresses, dress code shirts with skirts, dress slacks with blazer, or suits in a formal style and dress shoes.

Disciplinary Action

Students are subject to disciplinary action for not adhering to the dress code.

- 1. Students who are in egregious violation of the dress code will be given two options: acquiring a change of clothes from home or wearing appropriate clothing from the dean's Office.**
- 2. The first time a student is out of dress code, parents will be notified.**
- 3. The second time a student is out of dress code, he/she will lose lunch privileges.**
- 4. The third time a student is out of dress code, he/she will receive a detention.**

Compliance with the Dress Code will be the final decision of the Dean of Students.

DRIVING AND PARKING

All students who drive to school must first complete the Driver Registration Form and submit it to the Main Office with a \$5 fee to obtain a parking sticker. All student vehicles must be parked in the area designated for student vehicles and drivers must display their parking sticker on the rear bumper or rear glass. Illegal parking or failure to adhere to School driving and parking guidelines will result in a fine, suspension or termination of parking privileges, and/or disciplinary action. All student drivers must use

the lower entrance at all times unless they are dropping off younger students at the Lower/Middle School buildings.

Violations of any of the following rules may result in the loss of privileges or disciplinary action:

1. Parking anywhere other than the designated student parking area of the parking lot.
2. Failure to register a vehicle with the Main Office.
3. Exceeding the campus speed limit of 10 mph.
4. Careless or reckless driving.
5. Taking up more than one parking space or parking in a travel lane.
6. Failure to use the lower service drive entrance.
7. Failure to display permit from rear view mirror.
8. Loitering in the parking lot during school hours.

The Dean of Students will determine the disciplinary action which may include loss of driving and parking privileges in addition to other sanctions.

DRUG AND ALCOHOL POLICY

Decisions about the use of drugs and alcohol are a reality for our students. The School endeavors to accomplish two objectives in this area. First is to keep the School environment free from the dangers and distractions of drug and alcohol use. Violations of the policies intended to ensure the objective are treated as disciplinary offences of the most serious kind. The second objective is to be able to support students and families when these issues develop. These instances are treated as health related issues.

School Environment Policy

It is against the policy and guidelines of Highland School for a student to use, deliver, sell, be under the influence of, or possess, illegal drugs/drug paraphernalia or alcohol while on the School property or while participating in any School-sponsored activity whether on or off campus at any time. **A student in violation will be expelled from Highland School.** Any student choosing to remain in the company of another person who is in violation of this policy may also be considered in violation of the policy, unless he/she clearly is intervening to prevent a problem, is assisting a person in difficulty, or is seeking adult assistance.

Health Track of the Drug and Alcohol Policy

If a student asks for help to deal with a substance abuse issue and is not in violation of the policy regarding the School environment, the School will provide assistance without any sanction or penalty. A friend or family member may also ask for assistance on behalf of a student. The initial step will be to secure professional assessment in order to establish a baseline for other decisions.

ELECTRONIC EQUIPMENT

The use of electronic equipment (e.g., MP3 or personal CD players, cellular phones, etc.) must not interfere with the academic climate of the School. Students may only use cell phones before and after school, during break, and at lunch. Cell phones must be turned off at all other times. Electronic devices that become disruptive in any fashion will be confiscated and brought to the Dean of Students. Cell phones will be confiscated if they are disruptive.

Use of iPods and mp3 players during tests and exams is only permitted if a student has a documented accommodation and is testing in the Learning Center or in a special testing condition. Such personal players are limited to simple, music-only players such as the iPod Shuffle and must be approved by the Dean of Students.

FOOD AND DRINK

Food and drink are not allowed inside The Rice Theater or The Lise Hicklin Black Box Theater unless specifically authorized under special circumstances by a faculty member. Gum is not allowed on campus at any time. Water in clear bottles is allowed in classrooms; however, no food or other liquid is allowed without permission of a faculty member.

Students are responsible for cleaning up after themselves in all public areas, including the lounges and the lunchroom.

GAMBLING

Gambling of any nature is prohibited on the School grounds or at any School activity.

LIMITED ACCESS

Students must obtain permission from a faculty/staff member to enter the following areas:

1. Parking lot during school hours, unless the student is leaving School or returning to School with authorization from the Dean of Students or the Upper School Director;
2. The Rice Theater, Theater Shop, Control Room, Green Room, The Lise Hicklin Black Box Theater, and elevator;
3. Any administrative, staff or faculty office that is unattended by a faculty/staff member;
4. Gym without a faculty/staff member;
5. The second floor (i.e., the weight room) of the Upper School building;
6. The Lower or Middle School campus.
7. Students are not allowed in the faculty lounge at any time.

The building is closed at 6:00 p.m.

LOCKERS

Hallway and gym lockers are Highland School property. The School or its designated representatives may inspect a locker at any time. Students may only use magnets and/or FunTak to affix things to the inside of their lockers. The outside of the lockers are to remain free of decoration.

LUNCH

Students are required to remain on campus for lunch. Students may bring their lunches to school or purchase lunch. The Parents Association and various student groups offer lunches on different days during the week. Students may bring a snack and a drink for morning break.

The lobby of the Rice Theater is the main “cafeteria” where meals are eaten. However, if a student is invited to a teacher’s classroom he/she may eat there. A number of student leaders will be assisting faculty members in monitoring the Lunch Room. These leaders should be given the same respect that is

given the faculty and staff. Students should clean up after themselves by removing all trash from eating areas, including the floor. Chairs should be stacked when lunch is over.

During lunch students are encouraged to take advantage of the great outdoors on the Class of 2008 Courtyard in the vicinity of the Lunch Room. The upper field closest to the building is a great place to play games and simply hangout. No one is allowed in the parking lots or the on the driveways for any reason. Students will not be excused to the parking lot to get lunch from a car.

When students have finished eating they may be excused to other areas of the building. There will be faculty supervision in the Library and in the Gym (in the winter). However, students may not eat in the Library, Mac Lab, or the hallways. Hallways, the Gym, the Library, the Mac Lab, the Lounges, and the Class of 2008 Courtyard must be neat and clean by the time classes resume after lunch.

The following areas are off limits during lunchtime:

1. The Rice Theater
2. The Green Room
3. The Black Box
4. The Gallery (food is limited to tables)
5. Practice rooms
6. Classrooms without teacher permission and supervision

MAC LAB

The Mac Lab is a space in which students can do work requiring a computer and/or internet access. Because it is often unmonitored, students are on their honor to adhere to the following expectations: students must have a signed, dated pass from one of their subject teachers; students must be doing school-related work; if they have completed that work, they should return to study hall; groups of students may sit at one computer only if they are working on a group project for a class except during break, lunch, and after school; the lab must remain quiet at all times but break, lunch, and after school. Food and drink are not allowed in the lab.

If students fail to use this space properly, the Lab will be closed during lunch.

PUBLIC DISPLAYS OF AFFECTION

Public displays of affection (PDA's) are inappropriate in the school setting. Students are expected to exercise discretion in their personal interactions. Behavior of a romantic nature that causes discomfort to others is a form of sexual harassment and is subject to discipline.

SENIOR LOUNGE

The use of the lounge in the gallery of the Rice Theater is a senior privilege. Underclassmen may not be in this area. Seniors using this lounge must be respectful of nearby classrooms and other groups working in the Rice Theater. Seniors may eat in this space with the understanding that they will pick up after themselves.

STUDENT LOUNGE

Students in grades 9-12 may enjoy the student lounge in the Humanities wing during break and lunch. Seniors may use this space at other times during the day, after they have garnered their senior privileges. Because of the lounge's proximity to the Humanities classrooms, students in the lounge must behave with decorum, preserving a quiet and generally undistruptive atmosphere. Students may eat in this space with the understanding that they will pick up after themselves.

TELEPHONE USE

There is a school business telephone in the Upper School Office for student use. This is the phone students are expected to use to call home. Students may only use cell phones before and after school, during break, and at lunch. Cell phones must be turned off at all other times. Other than in an emergency situation, parents should not expect to have students called to the office telephone during school hours. Messages will be delivered.

TOBACCO POLICY

The use of tobacco in any form (e.g., cigarettes, cigars, "dip," smokeless tobacco, etc.) is prohibited on the School grounds and at any School function, either on or off campus. Violation of this policy will result in disciplinary action.

VANDALISM

Willful destruction, abuse, or misuse of School property or the property of others on campus or at School-sponsored events will not be tolerated. Restitution will be expected and disciplinary action will be taken.

ATTENDANCE

Policies

Regular attendance is a basic requirement for academic success and the development of a sense of responsibility for school obligations. Absences due to illness are unpredictable and the faculty will do everything within reason to help students who have been ill. Similarly, it is recognized that keeping a sick child at home may be an inconvenience to some families; however, it is essential for the overall being of the school community. If your child is absent, please contact Reginald Ryder, the Director of Guidance, by 8 a.m. with the reason for the absence.

Students are not permitted to miss any or part of the school day on a consistent basis to attend special lessons, practices, or tutoring. Only the Upper School Director can grant exceptions.

The school relies on its parents to ensure that unnecessary absences are avoided and that requests for excused leave for significant family events or educational opportunities are kept to a minimum. It is important to avoid any unnecessary absences since individual and class progress can be impaired by such parental decisions. Expanding school vacations or planning extended vacations at times other than school vacations also puts undue pressure on a student and his/her teachers.

Students must be in their advisory by 8:00 a.m. Repeated tardiness causes the students and his/her teachers problems and is to be avoided. **Students who arrive late must check in with the Upper School Office to avoid being marked absent for the day.**

Notification of Absences

When a student is absent from school due to illness or unforeseen circumstances, a parent **MUST NOTIFY** the **Director of Guidance** before 8:00 a.m. on the day of the absence.

Unexcused Absences

An absence will be considered unexcused unless the Upper School Office receives a phone call or note from the parent no later than the end of the academic day. Sleeping in or skipping a class, assembly, or any other School function is unacceptable and will result in disciplinary action.

Anticipated Absences/Early Dismissals

In order for anticipated absences (i.e., doctor's appointments) or early dismissals to be approved by the Dean of Students, an **Anticipated Absence Prior Approval Form** must be completed by the student and turned in to the Upper School Office at least 24 hours in advance of the absence. The form must be 1) signed by the student and parent, 2) approved by the Dean, and 3) signed by all appropriate teachers.

Emergency Situation

In an emergency situation, only the Upper School Director, or another member of the Administration, may grant permission to leave school early. Students must always sign out in the Upper School Office before leaving school early.

College Visits

The College Counseling Office must approve any college visits during regular school time. **College Visit Absence Approval Forms** are available in the College Counseling Office. Forms must be completed and turned into the Upper School Office at least 24 hours before the absence. Students must be in good academic standing.

Extracurricular Activities

Highland School believes that activities occurring outside the classroom complement those that take place inside the classroom. Clubs and activities enrich student life and offer opportunities for character development. They help foster an understanding of the world and bring together students of different age levels, backgrounds, and interests, as well as expose students to activities not normally within their reach.

Daily attendance at school must be fulfilled in order to participate in extracurricular activities (i.e., prom, homecoming, games, practices, concerts and plays). To participate in these activities, students must arrive at school no later than 10:40 a.m. on the day of the activity with an acceptable written excuse for the tardiness. Those who arrive after 10:40 a.m. may not participate in the activity on the day of the absence unless otherwise approved by the Dean of Students.

Students who leave school early or miss class due to illness may not participate in extracurricular activities on the day of the absence.

ACADEMIC GUIDELINES FOR ABSENCES

Student Responsibility

If a student knows in advance he/she is missing a class, it is the student's job to get the work before the missed absence. **It is also a student's responsibility to notify teachers, in advance, of any classes that will be missed due to athletics.** If a student misses a day, he/she can find assignments on the web and can talk directly to teachers. If a student is absent, it is his/her responsibility to make up missed work. The student should obtain homework assignments from a fellow student or from www.Edline.com. Parents should not phone the Upper School office for assignments. The only time an advisor gets involved is when a student is missing for an extended time.

In the event of an extended absence (three or more days), the student must meet with all appropriate teachers and his/her advisor to establish a timetable for all missed work to be completed. If a student fails to complete the make-up work as scheduled, the teacher, advisor, and Director of Guidance will determine the appropriate action.

Consequences for Unexcused Absences

Work missed due to unexcused absences will be graded at 50-80 percent value.

Chronic Absences

Chronic absences may result in loss of credit. A student who is absent from any class more than 18 times in a school year (10 classes for a semester course) may not receive credit. NC (no-credit) will appear on the transcript. For extenuating circumstances summer work may be assigned.

Senior Exams

Any Senior who misses six (6) or more class periods during the second semester (not including school-sponsored trips or pre-approved college visits) must take that course's final exam regardless of the grade in the course.

TARDINESS

Definition

Students arriving after the beginning of the 8:00 am Advisory Period will be marked tardy. **Students arriving after 8:07 a.m. must sign in with the Upper School Office before reporting to class.** Students who arrive late to class without a note are marked tardy; however, any students who arrive more than halfway through the class without a note are marked absent. In addition, any student arriving unprepared for class and having to go to his/her locker for materials or to make adjustments to his/her clothing in order to conform to dress code will be marked tardy.

Unexcused Tardiness

A tardy will be considered unexcused unless the Upper School Office receives a phone call or note from the parent no later than the end of the academic day of the tardy. For reasons other than illness or emergency, tardiness may be considered unexcused by the Dean of Students.

Chronic Tardiness to School or Class

If a student is late to school or class four (4) times in one semester, the student will receive a detention. Continued tardiness will result in more serious disciplinary action.

DISCIPLINE

Disciplinary Action

Honor and Discipline are intertwined concepts that augment each other for the benefit of the student's sense of personal responsibility and moral growth. Highland believes that the success of its community depends on a commitment to honesty and respect, and that students, as they internalize these principles, have an increasing opportunity to demonstrate self-discipline for the benefit of themselves and others. These principles and their implications are therefore used both to foster greater integrity and to respond to violations with appropriate consequences for the situation and the student's developmental maturity. Throughout, there is a link between opportunities to participate in community through citizenship and disciplinary measures that teach how personal infractions violate the sense of community for all. In all cases, the goal is educational: we want students to learn and grow from their mistakes. Students are therefore continually invited, and if necessary required, to consider their own role in the community and their stewardship of the trust granted them.

Minor offenses are handled solely by the Dean of Students with communication to the parents and the student's advisor. For more egregious offenses, the Dean of Students solicits the input of more and varied voices: advisors, parents, and the Upper School Director among them. In the event of an Honor Code violation, the case proceeds to the Honor Council, a body comprised of faculty and members of the Prefect Board. In the event of drug or alcohol violations, the Dean of Students also involves the Director of Guidance and the Head of School to determine whether the case will follow a disciplinary or health track. In cases where students' behavior has inconvenienced other members of the community, they may be required to compensate through service-oriented measures, while in other cases, traditional responses such as in-school and out-of-school suspensions are deemed more appropriate. Should the student be found unable or unwilling to learn and grow from mistakes, that student may be permanently removed from the community.

Detentions

Detentions will be held on Tuesdays and Thursdays from 3:15 until 4:15 p.m. Students who are tardy four times in a given semester will receive a detention. Students who are found in violation of the dress code three times in a given semester will receive a detention. Students may receive detention for other actions that violate the spirit of life at Highland School.

Students serving detention must check with the Dean of Students to receive their assigned work for the detention period. Students arriving late to detention or failing to attend an assigned detention will receive further disciplinary action.

If a student receives four (4) detentions in a semester, the student will serve an In-School Suspension (ISS). If a student receives eight (8) detentions in a semester, the student will receive an Out-of-School Suspension (OSS). If a student receives an OSS, the incident will be recorded on the student's school record.

In-School Suspension (ISS)

In some cases, disciplinary action for a student may warrant a separation from class and after-school activities. A student who is assigned an In-School Suspension (ISS) is required to be on campus for the entire school day. The student will be allowed to study and complete assignments when serving time for an ISS and will be allowed to take all scheduled tests. A student who receives an ISS is not allowed to participate in or be a spectator at any after-school activity on the day of his/her suspension, including school-sponsored events.

Disciplinary Intervention

Intervention is a disciplinary action that removes privileges from a student while he/she attends school. A student may be placed on intervention as a result of a violation of Handbook Policies. During the period of intervention (to be determined by the Upper School Director and/or the Dean of Students), the student must not commit other violations of the Handbook policies. Failure to adhere to the policies will result in serious disciplinary action. In addition, the student may not hold a School position or be a candidate for any position in Student Government or any other leadership office (e.g., team captain, club officer, etc.) regardless of whether that position is elected or appointed. Seniors will lose all Senior privileges. At the end of the intervention period, the student must meet with the Dean of Students to be removed from intervention status.

The School may use intervention in combination with other disciplinary actions, or suspend or dismiss a student from school without intervention. Disciplinary intervention will be noted on the student's school record.

Out-Of-School Suspension (OSS)

An Out-Of-School Suspension is a disciplinary action that removes a student from the School community. Suspended students are responsible for obtaining all schoolwork assigned while on suspension and for completing class assignments. The faculty is not required to give extra help or attention to those students who are suspended.

During the OSS, the student is not allowed to participate in, or to be a spectator at, any school-sponsored academic or extracurricular activities.

Dismissal

Dismissal is a disciplinary action that terminates the student's enrollment at Highland School. **The Head of School reserves the right to dismiss a student at any time when it is in the best interest of the School.** The decision to dismiss a student is never taken lightly. If it occurs, Highland School will, to the best of its ability, assist with the placement of the student in another school.

College Counseling and Notification of Disciplinary Action

Many college applications now ask the student and the college counselor whether the applicant has ever been placed on probation, suspended, or expelled from high school. If a college application asks this question, it is incumbent upon the student and the counselor to answer honestly. At all times it will be up to the student to explain the disciplinary response. Such reporting occurs at the time of the application is submitted, while the application is being reviewed, or after the decision has been made, depending upon when the major rule violation takes place. When a student is suspended or separated from Highland School for any reason, colleges at which the student is applying or holding an offer of admission will be notified. As advocates for our students, the college counselors will work closely with students in reporting these matters to colleges.

SECTION TWO: ACADEMICS

ACADEMIC OVERVIEW

The Upper School curriculum is designed to meet a range of student needs. Recognizing that students learn at different rates, employing different styles, Highland provides an Honors level as well as a standard college preparatory level of study. Students are encouraged to proceed in areas of strength. Thus, a student may be in the standard college preparatory level of English but in the Honors level of mathematics. In the critical areas of math and science, the Upper School offers branching paths for student achievement in the progression of courses. Eighteen Advanced Placement courses are offered. The Upper School offers breadth and depth in drama, music, and visual arts courses. Students must also earn a credit in Fine Arts and Computer Science to receive a Highland diploma. Electives broaden student experience in all core courses. Graduation requirements ensure a broad academic experience.

AP EXAMS

A student enrolled in an AP class must take the AP exam in May. **Student accounts will be charged \$85 for each AP Exam.**

Senior Attendance at AP Classes During The Senior Project

Seniors must consider their course load when designing their Senior Project. In particular, those seniors who are taking AP classes must create a Senior Project that allows them the flexibility to attend AP classes until the AP exam occurs.

AP Exam Attendance

Students who have a morning AP exam may leave at noon the day before in order to study. Similarly, students who have an afternoon AP exam may miss their morning classes. These students may choose to stay home until their exam is scheduled to begin, or they may choose to come to school at the usual time and prepare in the Library (sign in with the Upper School Office first).

Students may miss practice the day before an AP exam without penalty.

BOOKS

Students should arrive on the first day of school with books. The textbook list is posted on our website; information is also provided about ordering books with MBS Direct, an online book distribution company. Families are given the option to purchase new or used books.

COURSE CHANGES AND THE DROP-ADD PERIOD

Students have three weeks at the start of each semester to change their classes without penalty. After the Drop-Add period has passed, students may not add any classes to their schedule for the semester (unless they are changing levels).

Semester Classes

After the three-week Drop-Add period but during the first quarter, students may still drop a semester class; however, they will incur a W (withdrawal) on their permanent transcript. Students may not drop semester classes after the first quarter has passed.

Full-Year Classes

Changes may be made to full-year classes without penalty after the three-week Drop-Add period but during the first quarter. If a student makes a change to a full-year class after the first quarter, however, the student will incur a W (withdrawal) on his/her permanent transcript. No changes may be made after the first semester has passed.

COURSE LOAD

All students must carry a minimum of 6 credits. The Upper School Director must approve any exception to this requirement.

All English, Language, History, Science, and Mathematics classes are college preparatory courses and have as their focus the development of critical thinking, reading, and writing skills. Students in Honors and Advanced courses read additional texts, write more extensively, and may be assigned up to 45-50 minutes of nightly homework, as opposed to the more typical 30 minutes allocated for regular courses. Homework may also be assigned over the holidays. Additional reading during summer and school vacations is required. AP classes are college-level courses and are assessed by college standards. Students may be assigned up to an hour of nightly work; moreover, AP courses require a significant amount of independent work during summer and school vacations. AP students must sit for the AP exam in May. Thus, even if your son/daughter is qualified for an Honors, Advanced, or AP course, it is important to consider the total course load and the demands of athletics or other extra-curriculars when making a decision. A conversation with your son/daughter in which you share goals and expectations is an essential first step.

COURSE PLACEMENT

Upper School Departments have created a placement process that allows department members to consider a myriad of factors when determining placement recommendations. In particular, teachers take into account the interest level of the student (determined by the Letter of Intent), the recommendation of the current teacher, the student's performance on the placement test (if applicable), standardized test scores (SSAT, PSAT, PLAN, etc.), and the student's performance in the current class. Department members meet to discuss each student and the criteria before making a collective decision about placement recommendation. Once the department has agreed on the best placement recommendation for the student, the teacher notifies the student. Additionally, the teacher and/or Department Chair may have conversations with students and/or parents to make sure the best placement for that student has been determined.

Detailed information on our placement process is given to students and sent home to parents immediately following Spring Break. It is our hope that this process is both transparent and fluid.

Course Placement for Transfer Students and New Freshmen

Upper School students are placed in their English class based on their grade level. Freshmen take English I, sophomores take English II, juniors take English III, and seniors take English IV. Honors and AP courses are available. If interested, the student must take and pass a placement test.

Upper School students are also placed in their Social Science class based on their grade level. Freshmen take World History I, sophomores take World History II or AP World History, juniors take US History

or AP US History, and seniors take a one-semester Government class (and AP European History if interested). Sophomores, juniors, and seniors may also opt to take a social science elective. If students want to take an AP history class, they must take and pass a placement test. Exceptions to the sequence of core social science classes require permission from the Department Chair and the Upper School Director.

All new freshmen must take both a math and science placement test (unless he/she is opting to take Algebra I). Any upperclassmen interested in taking an advanced, honors, or AP math or science class must also take a placement test.

All students must take a test for world language placement.

Transfer credits

Transfer credits will be accepted pending placement test performance (where necessary) and with approval from the Upper School Director.

Satisfying course requirements elsewhere

Students are permitted to take courses from other institutions in order to satisfy requirements for prerequisites. The course curriculum must be approved by the Upper School Director to fulfill Highland's graduation requirements. When the student successfully completes the course, documentation from the educational institution awarding credit or certifying course completion will be attached to the student's Highland School transcript. The course will not appear on the actual Highland School transcript nor will it affect the student's Highland GPA.

EXAMS

Exams are given in all core courses at or near the end of each semester. Exams are valued at 20% of the semester grade. Exams provide our students with the opportunity to synthesize material and demonstrate mastery of a subject.

Exams are to be shared with students on the Exam Discussion Day. At the end of that class period, however, teachers collect the exams. Completed exams will be stored for a period of one year. Exams may NOT leave the building. If parents want to look at the exam they may do that by making an appointment to meet with the teacher.

General Information

Students may dress down during exams. Most Upper School exams are expected to take two hours (1 hr 45 mins for the exam and 15 mins to check). Students will be required to remain in the exam room for the entire 2-hour period, but an additional 30 minutes will be offered to any student who wants it. Students should bring a book to the exam room to read in case they finish early.

AP exams are designed to mimic the national exam in May, so they last approximately 3 hours. If a student has two AP exams in one day, he/she may move the afternoon exam to the Make-Up Day. If a student has one AP exam and one regular exam in one day, he/she may move the non-AP exam to the Make-Up Day.

If a student qualifies for extended time and has two exams in one day, he/she may move the afternoon exam to the Make-Up Day.

HSPA volunteers provide students with juice and bagels in the morning of exams. Students are only required to be on campus during their scheduled exam times; however, students taking two exams in one day must remain on campus for lunch. These students should bring their own lunch, but usual senior lunch privileges apply.

Students are expected to take their exam on the day it is scheduled. Parents must phone the school by 8 a.m. if their child will be absent on any of the exam days. Students who miss an exam should take the missed exam on the Make-Up Exam Day.

SENIOR EXAMS

Seniors who have at least an 80% in the second semester are exempt from the final exam in that class. Any senior who misses six (6) or more class periods during the second semester (not including school-sponsored trips or pre-approved college visits) must take that course's final exam regardless of the grade in the course.

Senior exams occur on May 7, 2012. While they are designed to last two hours, seniors are allowed an additional thirty minutes to complete their work.

GRADING

Highland School uses the traditional system of letter grades.

- A - Outstanding
- B - Above Average
- C - Average
- D - Below Average
- F - Failing

Numerical equivalents are as follows:

A+*	97-100	C+	77-79
A	94-96	C	74-76
A-	90-93	C-	70-73
B+	87-89	D+	67-69
B	84-86	D	65-66
B-	80-83	F	0-64

*An A+ may only be awarded in classes requiring exams.

The GPA is calculated on the following scale:

A+	4.30	C+	2.30
A	4.00	C	2.00
A-	3.70	C-	1.70
B+	3.30	D+	1.30
B	3.00	D	1.00
B-	2.70	F	0.00

All GPA calculations are rounded to the nearest hundredth. Final grade points earned in Advanced Placement (AP) courses will have 1.00 point added before calculating the GPA; Honors courses will have 0.50 points added.

Incompletes

Students must complete major assignments and the culminating project/paper/exam in any class in order to receive credit for the course. If a major or culminating assignment is not submitted by the end of the semester in which it is due, an Incomplete will be issued and no credit will be awarded. Students have one week after the end of the semester to submit the assignment. Once the assignment is submitted, it will be entered into the gradebook, the semester grade will be determined, and credit will be awarded (unless it is a failing grade). If they fail to submit by this deadline, an F will appear on the transcript for the course and no credit will be awarded.

GRADUATION REQUIREMENTS

(effective September 2009)

Academic Requirements

Graduation from Highland requires the successful completion of a minimum of 23 academic credits with a minimum Highland cumulative Grade Point Average of 2.00. One credit is the equivalent of the successful completion of a full-year course. Semester courses carry one-half credit.

Minimum requirements for graduation are listed below. Any variation requires prior approval by the Upper School Director.

English	4 credits (must be 4 year-long English classes)
Foreign Language	2 credits (at least through the third year of a language)
Mathematics	3 credits (at least through Algebra II and Geometry)
Social Sciences	3.5 credits (must include U.S. History and Government)
Laboratory Sciences	3 credits
Fine Arts	1 credit
Computer Science	1 credit (must include Technology for the 21st Century) {Note: Students who have taken Computer Concepts or Programming I prior to the 2009-2010 school year do not have to take Technology for the 21st Century}
Electives	5.5 credits
TOTAL	23 credits

Before receiving a diploma, a Senior who fails either a full-year course or a second-semester elective will be required to make up the credit during the summer at an academic institution approved by the Upper School Director.

Other Requirements

Physical Education/Participation

Students may choose between these two options in order to satisfy this requirement:

- They may take one credit of PE classes at Highland,
- They may participate actively in two seasons of team sports at the JV or Varsity level.

Any variation requires prior approval by the Upper School Director and the Athletic Director.

Freshman Wellness

All freshmen must take Wellness.

Community Service

Students in Grades 9-11 are required to complete a minimum of 20 hours of approved community service each year. (See Service Learning in Section 3.)

Junior Internship

This program provides students the opportunity to explore and clarify potential career interests, discover what skills and education are essential for success, and develop maturity and responsibility. This experience will help students as they embark on the college and academic program selection process, and will allow them to refine their interests before choosing their three week-long Senior Project.

Senior Project

The Senior Project allows students to experience a meaningful closure to their Upper School years. During the last three weeks of school, seniors are given the opportunity to explore a career, academic, or service interest by developing an internship or pursuing an independent project. Projects culminate in an evaluation by the sponsor and a presentation to Highland students and faculty.

Not only does the Senior Project reward Seniors for their hard work and maturity, it also provides them with an opportunity to delve into their individual interests. If the Senior Project is not successfully completed, the Senior may not walk at graduation.

HOMEWORK

Homework is an important part of every student's work at Highland. The purpose of homework is to reinforce skills learned in the classroom, to develop individual assignments, and to establish independent work habits. The goal is to have students learn skills that will allow them to transition smoothly from high school and to survive independently in college. Students should expect to spend between two and three hours on homework each school evening. Students and parents are able to access **class-specific information**, such as homework assignments, test dates, and other resources online, through Edline, a link on the Highland School website. Students are encouraged to budget their time and accept responsibility for homework assignments. At the high school level, Edline is primarily a tool for students. Students will find Edline most useful when they miss class for any reason. We expect that students who miss class for games and/or field trips will come to class the next day fully prepared. However, it is Upper School policy that what a teacher states in the classroom about homework takes precedence over what appears on the Edline site. Ultimately the student is responsible for knowing the correct assignment and completing it on time.

Upper School Homework Policy

Our homework policy is designed to promote learning beyond the classroom as a means of enriching the educational experience of our students. When a student misses a class for any reason, making up the homework serves as a way to reinforce the material the student did not get to learn in the classroom. Completing missing work for teachers also develops the skills of planning ahead, time management, and becoming a self-advocate.

If a student misses class for an anticipated absence (sports, field trip, field studies, doctor's appointment, college visit, etc.), it is his/her responsibility to meet with all teachers prior to the absence and set up a schedule for completing the work. Generally speaking, if a student plans to miss only one class, the expectation will be that s/he will arrive to class the next day with the assignment in hand and ready to move forward with the rest of the group.

If a student misses class for unexpected reasons (illness, family emergency, etc.), s/he should attempt to stay current with homework assignments by checking www.edline.net. Upon his/her return to school, the student should speak with each teacher directly to establish a timeline for making up work. In this case, the general rule of thumb is that the student will receive one day for every day missed. Extenuating circumstances due to longer absences may be discussed with the Director of Guidance, advisor, teacher(s), and the student to arrange a reasonable schedule of completion.

If a student does not speak with his/her teacher or fails to complete the make up work as agreed upon, the teacher has the discretion to take appropriate action based on the homework policy outlined in the syllabus.

HONOR ROLL

An Honor Roll is calculated at the end of the first semester and at year's end. Honor Roll distinctions are based on achieving the following Grade Point Averages:

High Honors	3.70 and above
Honors	3.30 – 3.69

INDEPENDENT STUDIES AND INTERNSHIPS

Highland allows upperclassmen to pursue independent studies and internships when they want to delve more deeply into an area of interest not covered by the curriculum. Students may apply for a one-semester independent study when their goal is to produce a final product or products worthy of academic credit. Semester internships are reserved for those students who intend to work closely with a teacher in a service capacity, such as being a teaching assistant or tutor. Although a minimum number of service hours must be accrued (at least 215 minutes per week), internships do not involve a final product and do not receive academic credit. Internships do, however, appear on the transcript to signal to colleges the significance of the undertaking. In either case, students should meet with the Upper School Director, the Department Chair, and the teacher who will sponsor their independent study/internship before they complete the application; applications must be submitted prior to the semester in which the independent study/internship will occur.

LEARNING CENTER

The Learning Center exists to meet the needs of students with diverse learning styles and to be a resource for teachers to increase skills and understanding. The Center is committed to providing a safe learning environment which fosters respect for all learning styles and the expectation that, with the proper support and guidance, all students can succeed academically. The Learning Center, a resource for students, faculty and parents, provides a range of programs designed to enhance both individual and class performance for Upper School students. The close partnership between the teachers and the Learning Center specialists is vital to identifying learning differences, assessing students' special needs, and guiding students and their parents through the referral and external diagnostic processes. The

Director helps students develop strategies for success in core subjects, provides teachers with needed accommodations for students, and maintains contact with parents and teachers to monitor progress of students.

The Upper School Learning Center is designed to provide daily support to students who have diagnosed learning differences or who meet eligibility requirements of Section 504 of The Rehabilitation Act of 1973. The Upper School Learning Center is a place where students can study, take tests, or get the extra help they need. The Learning Center specialist meets with the grade level teams weekly to monitor student progress and to work with teachers. Students are sometimes placed in the Upper School Learning Center as a step in determining if a full educational evaluation should be recommended to their parents.

At the beginning of each school year, meetings are held with teachers to discuss the Accommodation Plans of students with whom they will be working. This is a time when general and specific questions about the students and the Learning Center's function can be answered. The Learning Center Director and former teachers who have worked with the students are on hand to provide additional information about students that may not be in their Accommodation Plans, but are strategies that have proven successful. Teachers are given a confidential binder that contains the Accommodation Plans of all students they will be teaching.

LIBRARY

The William A. Hazel Family Library supports the mission of the school by providing access to resources and information that support the curriculum, by teaching students to access, evaluate, and effectively use information, and by promoting reading for both information and enjoyment. The Library operates with the philosophy that students, faculty members, staff, and parents benefit from a welcoming, attractive space with a helpful librarian and access to a full range of resources: books, the internet, electronic databases, CDs, DVDs, magazines, newspapers, and other appropriate library resources. The Library creates a positive atmosphere and encourages students, faculty, and parents to develop a love of books, reading, and learning. The Library promotes information literacy by preparing students to become independent library users both now and in the future.

Hours

7:30 AM to 4:00 PM. The Library is usually open when school is in session. If the Library is closed to students during the school day, a sign is posted on the doors.

Check Out

The length of time that a library book or other library materials can be checked out is two weeks. Upper School students may check out three books at a time, although exceptions can be made at the discretion of the librarian. Books in the reference section may not be checked out and must not leave the Library.

A student can check out a book in person with the librarian or they can check out the book using the "Self Check Out" clipboard with their name and the barcode of the book. Removing books or other materials from the Library without checking them out is a violation the honor code.

Fines

Overdue books/magazines accrue fines of 10¢ a title a day, excluding weekends and holidays, until the book is returned or renewed.

Renewal

Students may renew a book in order to keep it longer than two weeks. In order to renew a book, the student needs to see the librarian. Bringing in the actual book is not necessary in order to renew it.

Passes

Seniors not assigned to mandatory study hall may use the library for work and study without a pass. However, if a senior has a low GPA, he/she may be assigned to a study hall and thus would need a pass to work in the Library.

Students in grades 9-11 may come to the Library during their study halls if they have a blue pass. The blue pass is originally completed by the student's subject teacher (for example, an English teacher writes the pass so that the student can go to the Library and work on a paper). This pass is shown to the study hall proctor and then taken to the Library and given to the librarian.

Library Resources

Audio Books – All audio books are located in the Brooke's Books section of the Library and they may be checked out like other library resources.

Catalog – There is a link to the library catalog on the school website under Academics and then Libraries.

Databases – Electronic databases are available.

Magazines/Newspapers – The Library subscribes to many magazines and newspapers, which are checked in daily and kept in the rear of the Library. Magazines may be checked out with the permission of the librarian.

NATIONAL HONOR SOCIETY

The National Honor Society Chapter at Highland serves to recognize those students who have shown excellence in the areas of academics, leadership, volunteerism, and co-curricular activities. Membership not only honors students for their many accomplishments, but also challenges them to grow through active involvement in School and community projects. The four key purposes of NHS are: to create an enthusiasm for learning, to stimulate a desire to freely help others, to promote leadership skills, and to develop strong character. To be considered for membership in the National Honor Society, students must meet the organization's standards of citizenship and scholarship, which includes having a minimum cumulative grade point average of 3.70. NHS includes only Juniors and Seniors; membership will only be granted to students who are in at least their second year at Highland.

PARENT/TEACHER CONFERENCES

Conferences between parents and teachers are an important part of the communication between home and school. Students are advised and encouraged to attend with their parent/guardian. Conference Days are scheduled on November 11, 2011 and April 13, 2012. There is no school scheduled for those days. All parents are strongly encouraged to make appointments to meet with the advisor and teachers of their son/daughter.

REMEDIATION POLICY

Failures

A student who fails a course required for graduation is required to either repeat the course or complete remedial work over the summer. There are several options that may be pursued depending on the circumstances and under the authority of the Division Director and Department Chair:

- The student may take and pass the course at another institution with prior approval of the Department Chair and Division Director. The transcript from that school will be attached to the Highland transcript, but the grade earned will not be included in the Highland GPA. The F will still remain on the Highland transcript and will still be factored in the Highland GPA.
- The student may be able to repeat the course at Highland, although the student may not repeat English unless the student is repeating the entire grade. In this case both the new grade and the original failing grade will be included on the transcript, but only the new grade will factor in the Highland GPA.
- The student may choose to receive tutoring over the summer and then take and pass Highland's exam for that course by August 15 with a grade of 70% or higher. (The student may only take the exam once in an attempt to improve the grade.) In this case, the transcript will show the failing grade and a new grade, but only the new grade will factor in the Highland GPA. The new grade will be determined by weighting the original grade at two-thirds and the exam grade at one-third. (Basically, the exam grade will be considered a third semester.)

Weak Performance

Although students earn credit for their classes in which they earn a D or a D+, students may not progress to the next level in sequential courses including English, math (with the exception of Statistics and Geometry, both of which are stand-alone courses) and all foreign languages with grades of less than 70% because the student has not mastered enough of the prerequisite material in order to be successful at the next level. If the student wants to move to the next level he/she must complete additional work before doing so. There are several options that may be pursued depending on the circumstances and under the authority of the Division Director and Department Chair:

- The student may take and pass the course at another institution with prior approval of the Department Chair and Division Director. The transcript from that school will be attached to the Highland transcript, but the grade earned will not be included in the Highland GPA. The original grade will still remain on the Highland transcript and will still be factored in the Highland GPA.
- The student may be able to repeat the course at Highland, although the student may not repeat English unless the student is repeating the entire grade. In this case both the new grade and the original grade will be included on the transcript, but only the new grade will factor in the Highland GPA.
- The student may choose to receive tutoring over the summer and then take and pass Highland's exam for that course by August 15 with a grade of 70% or higher. (The student may only take the exam once in an attempt to improve the grade.) In this case, the transcript will show the original grade and a new grade, but only the new grade will factor in the Highland GPA. The new grade will be determined by weighting the original grade at two-thirds and the exam grade at one-third. (Basically, the exam grade will be considered a third semester.)

REPORT CARDS

Mid-quarter reports are sent home four times per year and report cards with overviews and personalized narratives for each course are sent home at the end of the first and third quarters, followed by parent/teacher conferences. Parents also receive report cards at the end of the first and second semesters.

SENIOR CELEBRATION DAY

On May 4, 2012, the Upper School celebrates the end of high school with seniors. Seniors have an opportunity to say farewell to Upper School students and teachers. Then students enjoy field day activities, a cook-out, and a talent show. **This is the last official day of school for seniors in good academic standing.** Some seniors will still need to report to school after this date to take exams (May 7), to attend AP classes and/or to take AP exams (May 7 – May 18), or to continue working for a class in order to earn credit.

STANDARDIZED TESTING

ACT – The College Counseling Office recommends that students take the ACT (American Colleges Test) in the Spring of their Junior year.

PLAN – In January, Sophomores will take the PLAN at Highland. Students do not need to pre-register for the test. It is the preliminary ACT.

PSAT – Each October, all Sophomores and Juniors will take the Preliminary Scholastic Achievement Test (PSAT) at Highland. Students do not need to pre-register for the test.

SAT–The College Counseling office recommends that students take the Scholastic Achievement Test (SAT) in the spring of their Junior year and again in their Senior year.

SAT Subject Tests – Not all colleges and universities require the SAT Subject Tests. It is recommended that students check with each college admission office to determine the requirements.

STUDENTS WITH ACADEMIC CONCERNS

Make Academic Progress Successfully (MAPS)

Participation in extracurricular activities is a *privilege* and being in good academic standing is a *requirement* to maintain eligibility for athletics, theater, clubs, leadership positions, and field trips. Highland School encourages and supports our students as they pursue their passion(s) and add energy to the school and larger community. However, students can jeopardize their participation with a less than satisfactory academic performance. In order to provide a web of support for students, any student who has a D+ grade or below is placed in the MAPS program and must remain until the next grade report.

The program is operated by the Director of Guidance in conjunction with the Student Support Team (SST) and with the support of the faculty. The program's objectives are designed to provide all interested parties (students, parents, teachers, advisors, and coaches) with feedback and ways to improve the student's academic performance and to maintain extracurricular eligibility. Once a student has been placed on the MAPS program, the SST member and student will meet to create a plan for moving

forward. Weekly meetings between the student and the SST member will occur for follow-up assessment and goal-setting, and the SST member will provide weekly updates so that all interested parties can help guide the student in the right direction. If the goals have not been met in any given week, possible consequences include:

- Mandatory study hall (during lunch or after school);
- Loss of senior privileges (for seniors only);
- Missed or late practices/rehearsals;
- Missed games/performances;
- Removal from extracurricular activity for the following week;
- Permanent removal from extracurricular activity.

Academic Probation

Grade Point Averages (GPA's) are calculated at the end of each semester. A student will be placed on Academic Probation when his/her GPA falls below the required minimum of 2.00. The Upper School Director will notify the student's parents of their child's placement on Academic Probation. In the fifth week of the following semester, each teacher will submit an academic progress report to the Upper School Director and the student's advisor. If improvement has not been demonstrated during the five weeks, a conference will be arranged with the student, student's advisor, parent, appropriate teachers, and the Upper School Director to determine what action should be taken in order for the student to improve his/her GPA and to be removed from Academic Probation. Final semester grades will be used to determine the next appropriate steps.

If the student achieves the minimum Grade Point Average in the following semester, the student will revert to good standing. If the student does not achieve the minimum Grade Point Average, he/she may be asked to leave the School.

STUDY HALL

Study Hall is an opportunity for students to complete homework assignments and general class study during the school day. It allows students to manage their academic commitments in order to free up time after school for extracurricular activities. Quiet conditions must be maintained so that students can concentrate on their work. Students may listen to personal stereos at the faculty member's discretion. If students persist in talking or misbehaving, they may be referred for disciplinary action. Students are only allowed to go to the Library or Mac Lab when they have a note from their subject teacher stating that Library or Mac Lab use is required for certain assignments; otherwise, they are to remain in the proctored classroom setting.

Senior Study Hall Privilege

- Begins following Senior Field Studies in September.
- Is extended to give seniors the opportunity to manage their own time.
- Is extended to every member of the senior class unless he/she is **NOT** in good academic standing or has **NOT** completed the community service hour requirement. **Seniors who have low grades and/or repeated behavior offenses lose this privilege for a specified amount of time.**
- Frees seniors from the responsibility of checking in for their assigned study hall.
- Permits seniors to spend their study hall time working or socializing in the Rice Lobby, on the Class of 2008 Courtyard, or in either Lounge.
- Requires that the Library and Mac Lab only be used for study & work, not socializing.

- Permits seniors to attend an assigned study hall if desired.
- Expects seniors to follow the established protocol for leaving campus. All seniors must sign in and out in the Upper School office.
- Seniors are expected to use only one study hall off campus during lunch, even if they have 2 study halls contiguous with lunch. Senior leadership is invaluable to underclassmen and therefore senior presence on campus during the middle of the school day is necessary.
- Expects seniors to be responsible for supporting each other in meeting the school's expectations.
- Expects seniors to clean up after themselves and not leave a mess for the custodial crew to clean up.
- Is a privilege that can be taken away if not respected. Any senior who does not follow these and all school rules will lose this privilege for a specified amount of time.

Senior Study Hall Privilege Does Not Permit:

- Seniors to loiter or socialize in the hallways or otherwise disturb the academic setting.
- Seniors to loiter or socialize in the parking lot.
- Seniors to use the Library or Mac Lab for socialization.

Senior Study Hall Privilege is just that - a Privilege. It can be taken away for violation of any school rule.

SUMMER READING

Highland School's summer reading program serves a number of purposes. First, required reading during the summer reinforces the value of reading to obtain knowledge and expand one's horizons. Next, students are able to begin the new school year with meaningful lessons and dialogue related to the summer reading they have done. In addition, writing assignments serve to enhance students' understanding of the material, while providing teachers with an opportunity to evaluate each student's level of comprehension and written expression.

As a college preparatory institution, Highland School expects all of its students, and especially those planning to take Advanced Placement courses, to exhibit a willingness to stretch themselves mentally. While the summer break provides a much-needed hiatus from the intensity of the academic year, it is certainly not to be viewed as an opportunity to abandon all intellectual pursuit. That said, we encourage all of our students to take these next few weeks to embrace the gifts of summer—sleeping in, traveling, visiting with friends, and above all, having enough time to savor a good book.

SECTION THREE: CO-CURRICULAR PROGRAMS

ADVISORY PROGRAM

The purpose of the advisor is to link parents and students to the School. An advisor acts as an advisee's advocate and mentor. The advisor-advisee relationship creates a natural rapport where students feel comfortable and confident in seeking out the guidance and support on both academic and personal issues. Advisors can touch base with their advisees about academic and personal progress. Ninth graders are assigned to freshman-only advisories. After ninth grade, students choose their advisor, and advisories are comprised of mixed grade-levels. Advisories meet every morning for attendance and announcements. Advisories also meet for a longer period once a week. During that time, students discuss and participate in a range of community-building and social activities and discussions. Parents should freely share any of their insights with, and direct any questions and concerns to, the advisor. When parents, students, and the advisor work together, the advisor can effectively offer guidance and support to the student.

ATHLETIC PROGRAM

The goal of the athletic program at Highland School is to give every student access to a variety of competitive and non-competitive athletic activities offering challenging physical experiences, skill-building opportunities and character development programming. These activities are carefully designed and carried out to complement Highland's academic curriculum. Athletics are specifically geared toward promoting sound citizenship in the Highland community by advancing a conscious ethic of good sportsmanship, team commitment, and personal resilience.

Core principles of the Highland sports program include the following:

- We believe that athletics is a partnership among student athletes, teachers, coaches, parents, and school personnel.
- We believe that athletics helps foster success in an honest and sportsmanlike manner.
- We believe that overcoming athletic challenges provides experiences that mirror challenges students will face in the real world and helps them prepare for adulthood.
- We believe that student athletes should represent the highest ideals of the School.
- We believe that the quality of the experience gained through participation is greater than the focus on winning championships.
- We believe that respect is a primary objective in participating. Respect is focused on game rules, game officials, opponents, teammates and oneself.

The athletic program seeks to provide well-organized physical activity for a community of students with different levels of strength, agility, and fitness and who have differing inclinations as to how they want to compete and play. Supporting active participation from as many boys and girls as possible, the program offers an array of traditional and nontraditional fields of athletic endeavor. Each individual team is guided by the vision that we compete with each other and with other schools to achieve success individually and as a team in terms of victories; we do so in keeping with other less tangible but equally important measures of success, such as a steadfast commitment to sportsmanship, respect for the primacy of scholarship in the School experience, and unfailing regard for personal integrity on and off the field of play. Every day in practice and in games, it is the primary focus of the athletic program that each team/sport coach is ever vigilant in safeguarding the health and wellness of each individual student athlete.

In the Upper School, participation in after-school sports is not required. However, to achieve the required high school credit in physical education, students must either take a full year PE class or participate in two seasons of interscholastic athletics during their high school career. If numbers allow, interscholastic teams are divided between JV and Varsity programs. JV teams operate the same program as the Varsity in terms of teaching and game-strategy, but at a more developmental level. In some sports, instead of a JV program that is limited to underclassmen by League rules, Highland offers a “Varsity-B” program that competes with JV and Varsity programs from other schools, and allows Seniors and Juniors who are not ready for the highest level of competition to keep competing. Currently, 80% of the Upper School student population voluntarily participates in the athletic program.

Led by the Athletic Director, Upper School athletic programs offer 14 sports and feature 25 teams. Sports include baseball, basketball, cheerleading, cross country, dance, field hockey, golf, lacrosse, soccer, softball, swimming, tennis and volleyball. Non-competitive offerings include an “Outdoor Sports” program that teaches skills in a variety of endeavors including hiking and camping, rock climbing, paddling, orienteering and student-directed outdoor play. In addition, students participating in a structured equestrian program may receive sports participation credit if the program is approved by the Athletic Director.

The Upper School athletic program is a founding member of the Delaney Athletic Conference that has gathered teams from across the Piedmont ranging geographically from Charlottesville and Front Royal to the Northern Virginia suburbs. Highland’s Athletic Director serves as the league president of the DAC.

The athletic department employs 22 head coaches, 11 assistant coaches and one full-time trainer. Sixty-five percent of the coaching staff participated in athletics in college. The in-house hiring process for coaches is very thorough, and coach turnover is annually less than 10%.

The program has grown in 10 years to be a clear representation of the Highland School mission, achieving success in the Delaney Athletic Conference in state competition with members of the Virginia Independent School Athletic Association (VISSA) Divisions I and II. Our continuing growth in the athletic complex has had a direct contribution to this success. Facilities include: a full regulation gymnasium, four tennis courts and three tournament legal game fields. In addition, the school has access to the community swimming pool and a private golf course.

Positive Coaching Alliance

The Athletic Department has a partnership with the Positive Coaching Alliance and all coaches and team captains complete a workshop sponsored by PCA prior to the start of the school year. PCA provides a great model for defining what is truly important in high school athletics. This culture builds strong relationships between coaches and players. Through PCA and the training each Highland coach undergoes every year, each coach manifests a commitment to the principle that coaching is an opportunity to secure a teachable moment that can have an everlasting effect on the life of a participant. It is our goal to shower our student athletes with praise, encouragement, and appreciation.

Athletic Offerings

The following sports are offered at Highland School.

*Pending number of participants

Fall

Varsity & *Junior Varsity Soccer (boys)
Varsity & *Junior Varsity Volleyball (girls)
Varsity Cross Country (boys and girls)
Varsity & *Junior Varsity Field Hockey (girls)
Varsity Tennis (girls)

Winter

Varsity & *Junior Varsity Basketball (boys & girls)
Varsity & *Junior Varsity Cheerleading (coed)
Varsity Dance (girls)
*Varsity Swim (boys & girls)

Spring

Varsity Baseball (boys)
Varsity Golf (coed)
Varsity & *Junior Varsity Lacrosse (boys & girls)
Varsity Soccer (girls)
Varsity Tennis (boys)
Varsity Softball (girls)

Upper School Athletic Boosters

The Upper School Athletic Boosters meets the first Friday of every month in the lobby of the Center for the Arts at 8:30 a.m. This group raises money to assist in purchasing quality uniforms and equipment for our student athletes. In addition, the Upper School Athletic Boosters is the host for all athletic awards assemblies. The group participates in several fundraising endeavors and is always looking for new members who are energetic and dedicated to the success of the athletic program. All parents will receive an informational letter from the group's president prior to the beginning of school.

COLLEGE COUNSELING

The goal of the College Counseling Office is to ensure that students explore, identify, and select colleges that meet their academic, emotional, and social needs. The counselors work closely with students and parents to provide individual and family assistance in the college search process. Time and experience have shown that self awareness and thorough research lead to informed decision-making, which in turn leads to a strong match. Counselors assist students in discovering academically challenging colleges and universities, where they can achieve personal success, and make a difference in their college communities. We realize no two paths to college are the same, in either practical or emotional terms, and we treat all of our students as the unique individuals that they are.

The college counselors operate with an open door policy, working closely with students and parents to provide individual counseling services in a welcoming and comfortable environment. The office provides a central location for college search resources. Individual exploration is encouraged and catalogs, view books, videos, CDs, an assortment of guidebooks, and other resources are available.

Freshman Year

The College Counseling program plays an integral part in each student's Upper School experience. During the freshman year, students and parents work with faculty advisors to assist students in scheduling the most challenging and appropriate college preparatory courses according to each student's abilities, past performance, and interests. In the Freshman Wellness Seminar, students engage in lessons and activities designed to facilitate self-awareness. A College Counseling component of the Freshman Academic Planning Night helps students plan their next three years to encourage them to find their passion through academic challenge, extracurricular involvement, community service, and employment.

Sophomore Year

During the sophomore year, students take both the PLAN and PSAT. Results from these tests assess academic strengths and weaknesses. Both of these tests provide additional standardized test-taking experience. The PLAN also includes career exploration information. A College Counseling group session during Sophomore Field Studies serves as a check-in at the mid-point of the high school experience.

Junior Year

During the junior year, college search and admission requirements are more formally addressed. In early fall, students and parents are invited to College Planning Night for Juniors. This event allows Highland families to interact with current admission professionals in order to learn about the current trends in college admissions. The night starts with a Potluck dinner for families to interact informally with college professionals, college counselors, and other Highland families. The program includes an overview of the college search process, a panel presentation and a question/answer session. The college professionals return the following day to provide workshops for juniors concerning the college search and application process. Additionally, juniors take the PSAT in October. In the spring, students participate in a career and college major exploration workshop. Students and their parents meet with the college counselor in the second semester. The focus of the first meeting is to discuss the student's interests, strengths, and needs as they relate to the college search process. Topics include financial planning, college criteria, and standardized testing. Juniors also complete a three day internship to explore and clarify potential career interests, discover what skills and education are essential for success, and develop maturity and responsibility.

Senior Year

During the senior year, the focus of the college counseling office is guiding students through the college application process. It begins during Senior Field Studies with a bonfire discussion where the faculty shares their own college search stories with the seniors. In the first semester of the Senior Seminar, staff works with seniors on applications, essays, and the college fit. In the second semester, seniors participate in a Transition Workshop in preparation for college.

Other Programs and Opportunities

While individual attention is the emphasis of the college counseling program, the office also sponsors several educational programs for Highland families including Financial Aid and Scholarships Seminar, College Bound Athlete Workshop, Fine and Performing Arts College Admissions Workshop, Learning Differences in College Admissions, and a Young Alumni and Parent of Alumni College Panel. The office also schedules visits for college representatives to meet with students on Highland's campus. Our office also coordinates the nominations and applications to the Virginia Summer Residential Governor's School. We have been fortunate to have one student in 2006, two students in 2007, four students in 2008, seven students in 2009, nine students in 2010, and seven students in 2011 attend the programs in academics, foreign languages and fine and visual arts. Additionally, college counselors work

continually with faculty advisors to assist all students in scheduling the most challenging and appropriate college preparatory courses according to each student's abilities, past performance, and interests. Lastly, implementation of the Naviance college counseling software program enables college counselors to track application and admissions history, and for students and parents to track and organize their college search and application process.

EXPERIENTIAL EDUCATION PROGRAM

Highland School embraces the belief that traditional classroom learning must function in partnership with innovative methodologies designed to nurture the entire student. Through experiential education programs, including service learning, field studies, trips, activity days, internships and hands-on projects, Highland strives to enhance learning, promote character and leadership development, and build connections within and beyond the school community. The objective of these programs is to provide opportunities for students to:

- Develop self-awareness and personal growth;
- Create healthy, productive relationships with peers and adults in and outside of Highland;
- Participate in meaningful experiences outside of the classroom that challenge and broaden their perspectives of their school, local, national and global communities;
- Study in non-traditional learning environments; and
- Apply classroom learning to life beyond Highland.

Experiential learning is an important and unique feature of the Highland experience. The Department of Experiential and Service Learning serves as an umbrella over five main program areas: Field Studies, Character and Leadership, Sustainability, Senior Projects, and Service Learning.

Field Studies

Field Studies are grade-level based experiential programs that take advantage of the enormous resources of our region, while stressing teamwork, service, challenge and leadership. Faculty members develop and implement field studies experiences organized around developmental and curricular objectives. Throughout a student's tenure at Highland, he or she experiences a broad range of purposefully-designed experiences that promote individual and group-based academic and personal development. Students are expected to participate and costs are included in tuition. Students who are unable to attend field studies will be expected to complete a make-up assignment as determined by one of their classroom teachers whose curriculum is tied to the field studies experience, or by the Director of Experiential and Service Learning.

Wilderness Trips

Wilderness Trips are optional, extracurricular programs designed to give opportunities to students who enjoy outdoor adventures of longer duration. Each year a series of trips are put together that span the school calendar, with a mix of activities offered. All Wilderness Trips are developed by an individual staff member and travel arrangements are both internally and externally managed. Examples include dog-sledding in Maine, whitewater rafting, rock climbing, canoeing the Rio Grande, and downhill and cross country skiing.

Trips Abroad

Students have the opportunity to participate in extracurricular trips abroad during spring and summer breaks. Destinations have included Spain, the Galapagos Islands, England, Kenya (to visit our sister school), Turkey, Greece and Egypt.

Field Trips

Field trips have always been a core element of Highland's distinctive academic and character curriculum. Well-planned and executed, they can make a difference in student inspiration, motivation, learning and progress. Faculty are encouraged to collaborate with their colleagues to develop cross-disciplinary experiences that enhance classroom learning. The core principles inherent in effective Highland field trips include clear objectives, unique learning opportunities, relevant preparatory work, focused challenge on the day of the event, meaningful in-class follow up activities after the event, and potential for interdisciplinary connections.

When teachers find such opportunities, they are encouraged to organize a field trip. However, it must be recognized that participating in a field trip often requires students to miss other classes. Therefore, a student who has been referred to a Grade Level Team Meeting for academic intervention or has been identified in the Make Academic Progress Successfully (MAPS) program may be required to forego the field trip in favor of attending classes. Moreover, AP students and seniors can opt out of a field trip without penalty if the field trip occurs in the last two weeks of April. A student who misses a field trip for any reason should expect to complete a written assignment in lieu of the trip.

Character and Leadership

Character building and leadership development culminate in the Upper School program. Students are expected to make a commitment to classroom, athletic team, cast, student government, or other activity. In doing so, they commit to the growth of a sustained relationship with that enterprise. Most Upper School activities are open to the participation of students from every grade level, thus allowing students to begin as novices, learn from mentors and older students, and develop into leaders themselves. The Student Council Association has yearly elections and thus allows all students to play an active role in the life of the school. Two groups—the National Honor Society and the Prefect Board—act as another positive experience for the students in our community who exhibit leadership. Key Club, also, is highly active in our community. Within the context of the Key Club, students design and implement projects with a great deal of independence from their faculty mentors. These four groups allow student leaders to contribute to our community by creating social activities, service projects, and educational opportunities. Those students possess a heightened level of responsibility in our community. In addition, the senior class members are regarded, collectively, as the leaders of the School, and thus are entrusted to be “buddies” with our Pre-Kindergartners/Kindergartners. They engage in a variety of activities with their young charges, acting as role models. Throughout the Upper School, athletes are respected for the time and energy they give to their sports team, and team captains are regarded as some of the most influential leaders in the School.

To inform student leadership, in 2008 the Upper School launched a Character and Leadership certification program. Active participation in the program means that students take a course in Leadership Studies, contribute to three activities in a significant leadership role, and partake in a multi-day activity such as an outdoor wilderness trip. Students who successfully complete these expectations will receive their leadership certificate at graduation.

Sustainability/Green Team

The Green Team is a student-led club in the Upper School organized to increase awareness and understanding of environmental stewardship that impacts public health and the environment. The team promotes the recycling program on campus, participates in environmental workshops and competitions, and organizes service projects such as roadside cleanups, tree-plantings, and growing underwater grasses for the Chesapeake Bay Foundation.

Senior Projects

The Senior Project allows students to experience a meaningful closure to their Upper School years. During the last weeks of school, seniors are given the opportunity to explore a career, academic, or service interest by developing an internship or pursuing an independent project. Projects culminate in an evaluation by the sponsor and a presentation to Highland students and faculty. Past projects have included internships with various professionals, such as doctors and educators, service learning opportunities with community agencies, and special interest pursuits that include working for political organizations and attending professional development workshops. The Senior Project coordinator oversees this program and facilitates a committee of Senior Project advisors who work with 6-8 students to help them develop their project and final presentation. This committee also ensures the integrity of this program by evaluating and approving all senior project proposals. A database of past and potential placements is managed by the Director of Experiential and Service Learning.

Service Learning

Highland School's community service program strives to facilitate personal growth and community awareness in all students by:

- Engaging them in meeting real community needs;
- Broadening their perspective and range of experiences;
- Developing a sense of civic responsibility, integrity and compassion, and;
- Helping them to recognize their individual strengths and leadership potential through service opportunities.

Graduation Requirement

Students in Grade 9-11 are required to complete a minimum of 20 hours of approved community service by the end of each school year for a total of 60 during their Highland career. Documentation of these hours must be submitted to the Director of Experiential and Service Learning by the last day of school (or May 1 to be considered for awards). Seniors will complete a Senior Project in place of the 20 hour community service hour requirement.

Guidelines

Students are encouraged to make the most of this requirement by choosing service activities that expose them to people, environments and experiences beyond their regular familiarity. All service hours must be completed outside of regular school time. No students may be paid or receive other compensation for their service. Please contact the Director of Service Learning with questions about the requirement.

A maximum of 10 hours annually of Highland-related service may be counted towards the annual requirement. Examples include ushering Center for the Arts events or helping in the Library on weeknights and weekends, and assisting with Highland Summer Camps.

A minimum of 10 hours annually must be completed in service to the community beyond Highland. Examples include volunteering for non-profit community agencies such as Hospice, SPCA, Habitat for Humanity, Boys and Girls Club, Fauquier Hospital Junior Volunteer Program, Therapeutic Riding, and the American Red Cross. The Upper School Key Club sponsors one or two service projects a month that are open to all Highland students. Opportunities are also posted in the daily bulletin, on the web, and are available from the Director of Experiential and Service Learning.

Church-Related Service

Effective September 2007, in the spirit of encouraging students to engage in new experiences, service that benefits the church community (for example: babysitting during church services, choir practice,

serving as an acolyte) **does not qualify**. Service that is done in outreach to the greater community (for example: youth group mission trips, church choir performance for a nursing home) generally qualifies towards the requirement.

Consequences for Incompletion

Students who fail to complete their hours before the next school year will be suspended from leadership positions, may not participate in extracurricular activities (including sports, clubs and fine arts productions) until the requirement is satisfied, and will not be considered for service awards. Additionally, rising Seniors will not receive Senior privileges nor a Highland diploma until the requirement is satisfied.

GUIDANCE & WELLNESS

Wellness at Highland School is supported by professional educators who understand and respond to the challenges and varied needs presented by our diverse student population. These educators do not work in isolation; rather they are integrated throughout the educational program. We believe in proactive leadership programs and services to help the student achieve success academically, socially, and emotionally. Wellness programs align and work with the School's mission to support the whole student as he or she prepares for our ever-changing world. Students connect with teachers in their day to day lives on a range of topics or concerns. Teachers serve as mentors, advocates, and confidants to students. The Director of Guidance, the Upper School's full-time guidance counselor, encourages students to speak with him one on one about issues that may be more personal in nature regarding academics, social, and transitional issues influencing their experience. Parents are also encouraged to contact him to share insights and perspectives and/or to discuss available resources to support their child. The Director of Guidance collaborates closely with all individuals to create a network of support which fosters greater understanding and nurturing of the complete student we seek to prepare for the next phases of his/her life.

Ninth Grade Wellness

Freshmen meet weekly with the Director of Guidance to discuss topics relevant to establishing and maintaining a healthy and balanced lifestyle. These topics range from dietary tips to stress management techniques to effective communication skills. The purpose of the ninth grade Wellness Education program is to give students an opportunity to learn about themselves and others, to foster connection within the freshman class, and to safely explore issues related to students' physical, emotional and psychological well being.

Tenth Grade Wellness

Tenth grade is a time when adolescents are maturing rapidly. They are on the verge of many new experiences and are faced with many novel responsibilities and decision making opportunities, such as driving a car and dating to name but a few. We realize the importance of safely guiding our students through these major developmental transitions. To accomplish this, we have organized a series of educational experiences in September and May to provide our Sophomores with the tools to be successful this year, to prepare them for the next steps in their education, and to develop their class identity.

Meetings in September and May will consist of a series of seminars for the Sophomores that are designed to focus on decision making for adolescents including decisions involving substance abuse and the many factors; biological, environmental, and psychological, contributing to the risk of alcohol and other drug dependence. They will also explore the many protective factors that contribute to overcoming

adversity and risk. Students will be introduced to a decision-making framework they can take with them as they wrestle with the pressures of modern-day life including how to help one another adopt health-enhancing behaviors and how to seek additional support from family, friends, trusted adults, and professional caregivers.

Eleventh Grade Wellness

Throughout the year Juniors will participate in a series of seminars that are designed to focus on decision making for adolescents as they ready themselves for college. In September and May, they will revisit their Sophomore discussions involving substance abuse and the many factors; biological, environmental, and psychological, contributing to the risk of alcohol and other drug dependence.

Senior Transition Seminar

Throughout the senior year, students meet weekly with the guidance counselor and college counselors in small groups. Each seminar focuses on a timely and pertinent aspect of the college application process and the transition to college. Topics in the fall semester include narrowing the college list, staying organized, writing essays, and preparing a resume. In the spring, the seminars focus on the transition to college with sessions addressing time management, changing relationships, health, college safety, selecting classes and etiquette.

SECTION FOUR: GENERAL INFORMATION

COMMUNICATION WITH UPPER SCHOOL PARENTS

Formal and informal communication between teachers and parents is ongoing. Each student is assigned an advisor who maintains records and information from subject teachers about academic accomplishments and/or concerns. The advisor acts as the primary contact between the school and the parents and acts as a resource for information about the child. Teachers contact parents directly and notify the advisor when a student is experiencing difficulty in a class. The parent and the advisor are notified if a student fails a test, consistently turns work in late or not at all, does poorly on a major assignment, or if the student's behavior changes, for better or worse. Equally important is making contact when a student does exceptionally well in any area. Teachers are expected to respond to a parent's e-mail message promptly.

HawkSquawk

The Upper School's monthly newsletter, HawkSquawk, informs parents of recent, current, and upcoming events with a focus on class activities, student accomplishments, student leadership, and opportunities for service and enrichment.

TECHNOLOGY ACCEPTABLE USE POLICY

The use of technology is an important part of Highland School's educational experience. Our technology infrastructure is community property enabling us to acquire and transmit knowledge. Individuals who tamper with Highland School community property are putting self interest above the needs of the community. Access to Highland School's technology is not a right but a privilege. Abuse of this privilege constitutes an Honor Code violation. Therefore, students who violate the spirit and/or the letter of this policy face loss of all rights to the equipment and resources and potential further disciplinary action and/or appearance before the Honor Council.

All students are required to sign the acceptable use policy (copied below) that is designed to protect both the school and its students. Because of its nature, use and misuse of technology is both public and permanent. As a result we wish to prevent students from naively exposing themselves or Highland School to harm of any kind.

I pledge to do the following when using Highland School technology:

- I will care for the computers and other equipment. This includes **NOT**:
 - downloading or installing software, shareware, or plug-ins.
 - changing computer software or hardware configurations.
 - attempting to compromise the security of the school's computers, systems, or network.
 - having food or drink near a computer.
- I will only use the equipment, materials, and programs I have been given permission to use.
- I will only use Highland School technology for school related work.
- I will use the Internet appropriately and for academic purposes only.
- I agree to respect the privacy, dignity, and intellectual property of others. This includes:
 - Only using the login and password that I have been assigned.
 - Only accessing my files and information.
 - Not copying, moving, or altering any document or file that does not belong to me.
 - Not harassing, insulting, maligning, judging, slandering, or spreading gossip about Highland community members.

- o Not copying or transferring copyrighted materials without permission or proper citation.
- I will use my judgment in all uses of technology, and as new technology arises.

UPPER SCHOOL PARENTS COMMITTEE

The Upper School Parents Committee (USPC) is an active group. Its main purpose is to assist staff and faculty through support programs and activities, on and off campus. Some examples of volunteer opportunities at Highland are the Faculty Appreciation Luncheon, Hawk Baker, Special Events, Special Interests, and the After-Prom Party.

VISITORS

All visitors must sign in at the School's Main Office immediately upon arrival and obtain a visitor's badge. Visits must not interfere with the academic environment of the School. The Upper School Director or the Dean of Students can require visitors to leave campus when their presence at the School is inappropriate.