



LET Your Lines SPEAK

SANDY SPRING FRIENDS SCHOOL



Our culture—rooted in the idea that collaboration engenders achievement—can be traced to our Quaker heritage and abiding belief in Quaker values.

Our teachers strive to identify and cultivate each child's intellectual, extracurricular, and social passions.

We help shape students whose actions speak volumes and whose lives become exemplars—not only among their peers and families today, but also in the future.

At Sandy Spring Friends School, our students grow in an atmosphere of acceptance, a place where they truly learn to let their lives speak.



2

Thoughtful Lives

Rigorous, inquiry-based discovery

.....

8

Respectful Lives

Communication and mutual respect

.....

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Practical Lives

Applied learning

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Meaningful Lives

Service and collaboration

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Creative Lives

Powerful expression

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Healthy Lives

Active and energetic living

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Spiritual Lives

Reflection and understanding

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48

Effective Lives

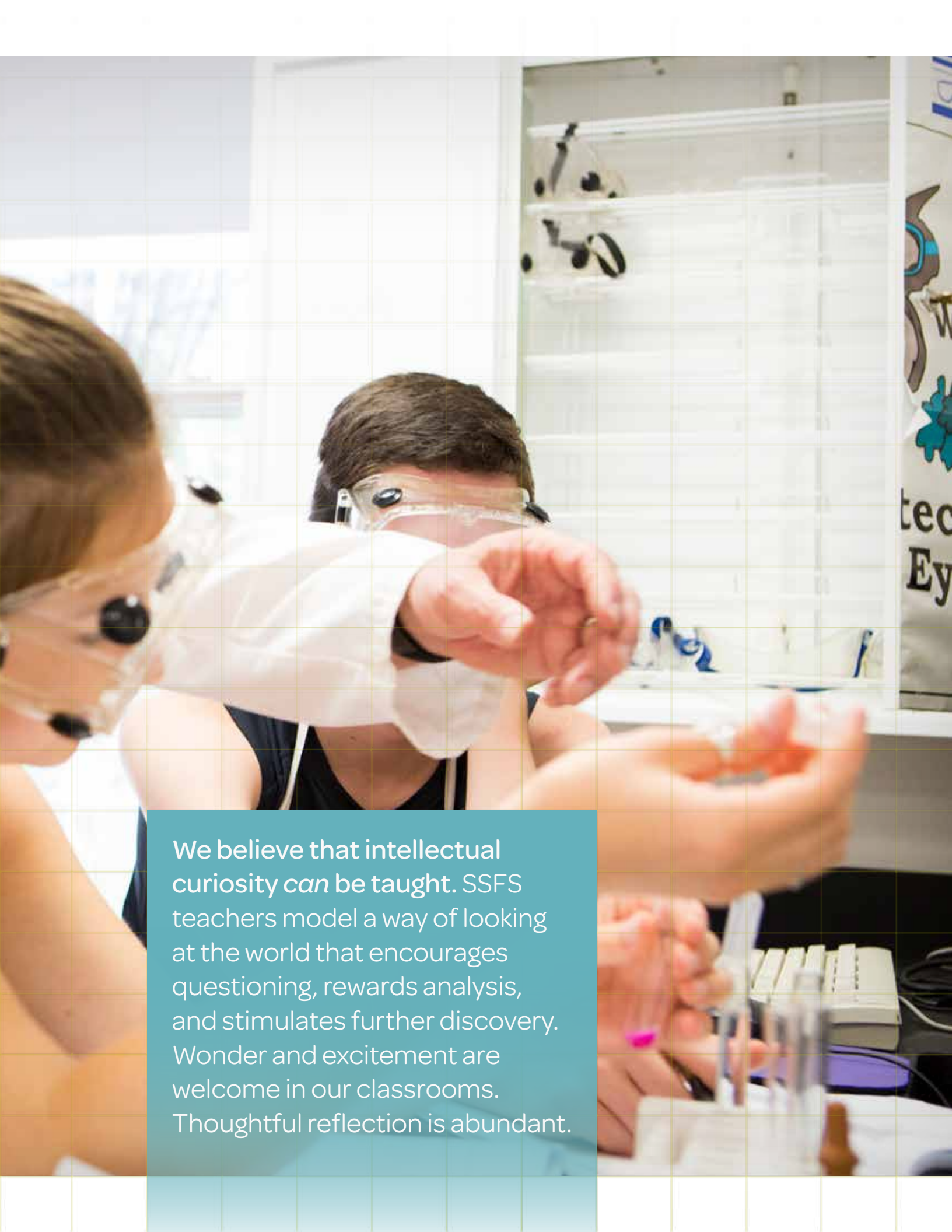
Lifelong learning and purpose

For full interactive features,
please visit the electronic
version of this viewbook,
available on our website at
www.ssfs.org/admission.



Wisdom is not something reserved for the old.

thoughtful
lives



We believe that intellectual curiosity *can* be taught. SSFS teachers model a way of looking at the world that encourages questioning, rewards analysis, and stimulates further discovery. Wonder and excitement are welcome in our classrooms. Thoughtful reflection is abundant.



“By the time our students get to Upper School, they can have as rigorous and challenging an education as you’ll find at any school in the United States.”

—Tom Gibian
Head of School

A Scholarly Environment

Our teachers cultivate academic rigor as a habit of mind—one in which critical thinking reveals potential solutions, conclusions demand objective evaluation, and sustained effort brings genuine understanding. As a result, SSFS students are interested in understanding, not in checking off boxes on multiple-choice tests or blindly fulfilling requirements. They want to go beyond memorizing facts, to grasp new concepts and integrate them in their lives. They see challenging assignments as occasions for growth, not cause for panic. Our students aren’t afraid to fail in their first attempts; they know the only failure is in not attempting at all.



Academic Growth



LOWER SCHOOL

Our primary academic objective in the Lower School is to open each student to the joy of learning. Students participate in age-appropriate activities, improve their communication skills, and acquire familiarity with library and technology resources. They also grow socially as active participants in a classroom community that encourages group problem solving.



MIDDLE SCHOOL

Our Middle School students find an intellectually stimulating community—a supportive environment that encourages them to take academic risks. Students develop writing and problem-solving skills across a wide range of disciplines, explore connections among the STEM fields, build global understanding, and gain confidence in preparation for Upper School and beyond.



UPPER SCHOOL

In the Upper School, SSFS students apply higher-order thinking in and out of the classroom as they prepare for college and life as socially responsible global citizens. With 16 AP course options, an internship program, and numerous intersession opportunities for educational and service-oriented travel, they acquire a deep perspective alongside their strong academic foundation.

Samaa

11th
Grader

Friends
and
teachers
would
describe
me as:

Determined

“The SSFS curriculum pushed me to excel more than I ever thought I could.”

Q&A

What are your favorite subjects?

Middle Eastern Studies; my teacher is adamant about teaching us to make connections and understand why things happen. She teaches history the way history should be taught.

Which sports and clubs are you involved in?

Equestrian team, Torch (Upper School student government)

How do you spend your free time?

This summer, I worked as a research assistant/intern in the Department of Psychological and Brain Sciences at Johns Hopkins University.

What is your first memory of SSFS?

When I arrived at the Art Barn as a Kindergartner, I said, “They have a whole building just for art?!!!”

Question Reflection Action

Our inquiry-based approach to learning

“The School’s teachers help students internalize a process we call QRA, which ensures that they think critically, integrate new knowledge, and apply what they learn.”

—David Hickson
Assistant Head of School
for Academic Innovation

Students learn to **QUESTION** when they encounter a new idea or concept, examine information, or create a first draft of a paper or project.






REFLECTION involves critical thinking, a testing of hypotheses or modes of expression, and the weighing of possible alternative approaches.



Students take **ACTION** either by applying new knowledge, adjusting their thinking, or revising a creative work to improve or expand upon it.

A photograph of a man with dark hair and glasses, wearing a green t-shirt. He is looking off to the right with a slight smile. He is holding a small, red, heart-shaped object in his right hand. The background shows a room with white cabinets and a desk with a fan. A semi-transparent teal banner is overlaid on the image, containing the text "The best foundation? To be known and understood." in a white, italicized font. At the bottom, the words "respectful" and "lives" are written in large, bold, yellow and white fonts respectively.

The best foundation? To be known and understood.

respectful
lives



How do we open communication channels and build trusting relationships between students and teachers? Here's one way: our students call their teachers by their first names. That helps them see their teachers as partners in learning—not merely as authority figures. Instead of diminishing mutual respect, that increases it, which makes everything else easier.



“We get to know students as human beings, and they get to know us. They get to trust us. That’s how we can really reach them.”

—Jonathan Oglesbee,
Upper School Head

Seeing the Light

In a meaningful way, SSFS teachers mentor every student. Starting with the Quaker belief that there is “that of God” in everyone, teachers look for the Light within each child, the spark that animates them, that makes them unique. They respond to their students’ individual learning styles in ways that support and elicit their best efforts. Students in turn feel seen and known, and because they are respected and their contributions valued by their teachers, they value themselves more highly. They know that their voices are important. That leads to greater willingness to take academic risks, explore unfamiliar topics of study, seek new experiences, and stretch their talents.



Personal Attention



LOWER SCHOOL

When Jeff Smith encouraged his third graders to put forth their best effort, Taddy responded with enthusiasm. “It was the hardest I ever worked, and I was proud of what I did.” He also gave students the individual attention they needed. “Jeff knew when I needed a little bit of help,” says Taddy. “He sometimes read the words while I wrote or typed. That was really helpful.”



MIDDLE SCHOOL

As a sixth-grade student, Maya worked with her advisor, Liz Donelson, to help plan projects and manage time. “Liz understands me,” Maya says. “Even though I only had her for my advisor in my sixth-grade year, I still often visit her classroom during free time and after school just to see how she is doing. We talk about many things, and she always knows what I’m feeling.”



UPPER SCHOOL

With the passion and encouragement of history teacher Kathy Laughlin as a motivating force, Ben spent two weeks during the summer exploring foreign affairs and international relations in American University’s Community of Scholars program. “I often consult Kathy when making decisions,” says Ben. “She knows what’s best for me and pushes me to be successful.”

8th
Grader

Hudson

Friends
and
teachers
would
describe
me as:

ChiLI

“Teachers can tell if you’re struggling and will take the time to talk with you, even if it’s in the middle of class.”

Q&A

Who is your favorite teacher?

My social studies teacher, Victoria, because she is so passionate about her subject and explains it so well.

What is your favorite class?

Spanish. It’s really fun because we go grocery shopping and prepare food.

What is your favorite place on campus?

The new gym. I play basketball there with my friends after school.

Why did your family choose SSFS?

The learning environment is nice, and the education is great.

A black and white photograph of a woman with long, dark, wavy hair crouching on a classroom floor. She is smiling and looking down at something on the floor. She is wearing a light-colored t-shirt and denim shorts. In the background, a young child is visible, also crouching and playing. The floor is covered with small, square tiles, some of which have circular patterns. A black plastic storage bin is visible in the lower right corner. The text 'meeting Students WHERE THEY ARE' is overlaid on the image in orange, yellow, and white fonts.

meeting Students WHERE THEY ARE

“SSFS teachers strive to make the classroom a place where everyone listens and no one is afraid to speak, a place where each child is seen and known—and respected—for who they are.”

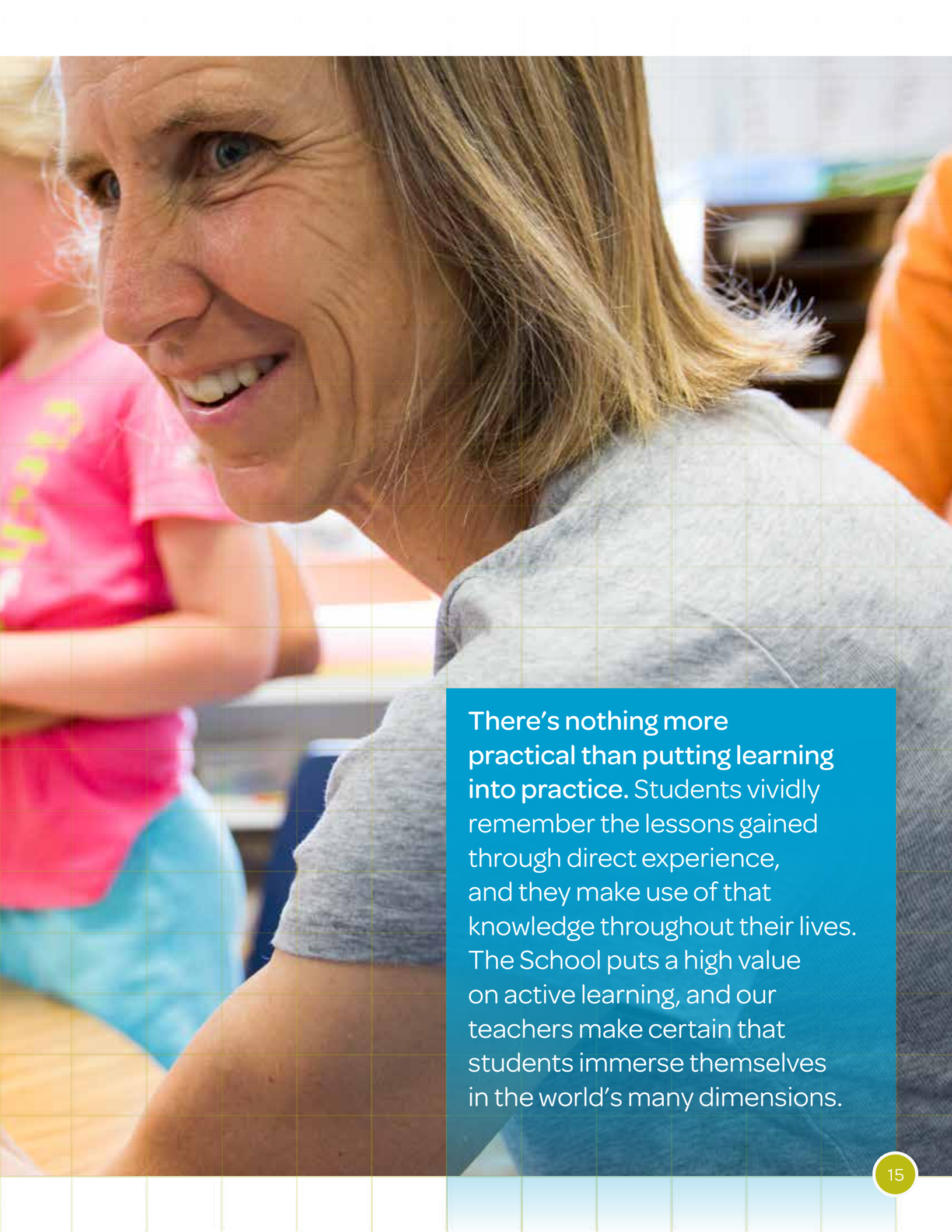
—Francis Zell
Middle School Dean of Students



A photograph of children in a classroom setting. In the foreground, two hands are holding small, white, irregularly shaped objects, possibly clay or dough. The background shows two young girls, one in a pink dress and one in a pink shirt, looking towards the camera. The scene is set in a classroom with bookshelves and educational materials visible. The text "practical lives" is overlaid on the image.

practical lives

The hands clear a wide path to the mind.



There's nothing more practical than putting learning into practice. Students vividly remember the lessons gained through direct experience, and they make use of that knowledge throughout their lives. The School puts a high value on active learning, and our teachers make certain that students immerse themselves in the world's many dimensions.



“Watching the AP Environmental Science students build an electric car from scratch was like watching an elaborate puzzle come together.”

—Takisha Reece
Upper School Science
Department Head

Away from Their Desks

SSFS teachers make sure that students learn from direct experience, both in and out of the classroom. They assign student-driven projects that stimulate collaboration and creation. They take students into the field—sometimes literally—to do such things as monitor stream quality, tap maple trees, or photograph nature. They place them face to face with world-class art in Washington, DC. As students get older, they advise them on internships, take them on camping and other trips, and during our week-long Intersession each spring, accompany Upper School students on life-changing travel experiences to sites throughout the United States and abroad.



Hands-On Learning



LOWER SCHOOL

In first grade, students place socks over their shoes and walk around the pond on campus. Then they each put a sock in a bag, water it, and tape it to a window. Seeing what sprouts on the sock provides an object lesson in how seeds travel. Other hands-on experiences include an arboretum/leaf-and-tree study in second grade and a terrapin project (partnering with the National Aquarium) in fifth grade.



MIDDLE SCHOOL

By the time of the overnight trip to Assateague in eighth grade, nearly every SSFS student has worn hip waders. Starting in sixth grade, students learn about the local ecosystem by monitoring streams. They visit the Chesapeake Bay Foundation, learn about biodiversity, and see firsthand how the Bay is affected by the condition of its tributaries. Students also ground their studies of the Civil War with an overnight trip to Gettysburg.



UPPER SCHOOL

Students in AP Environmental Science and other courses use the SSFS campus as a laboratory to learn about the natural world. Through studying the pond and streams and practicing agricultural science at the Community Farm, they investigate the complex interrelationships on which the health of the planet depends—from interactions at the chemical and microbiological level to the flora and fauna whose natural habitat is our campus.

Izzy

[3rd
Grader]

Friends
and
teachers
would
describe
me as:

[AWESOME]

*“I really enjoyed making
my ‘All About Me’ book.”*

Q&A

What are your favorite subjects?

Writing and math. I like writing because I love to use my imagination to tell really cool stories. In math, I like the fact that some numbers never end—they keep going and going!

How do you spend your free time?

I love to color and draw silly animals.

Which sports and clubs are you involved in?

I was involved in yoga club after school. I learned that yoga can be really helpful in calming my body and mind.

What is your favorite meal at the dining hall?

I love it when they serve breakfast for lunch. It's so fun and unexpected.

Bowl makers use the Art Barn on campus to design, shape, imprint, paint, and glaze bowls, which are fired in the School's own kiln and then donated for use at the Empty Bowl dinner, held bi-annually to raise funds for organizations that fight hunger.

At our most recent Empty Bowl dinner, more than 1,000 bowls created by our community members were on display; those attending the dinner were able to choose a bowl and fill it with delicious soup

Empty Bowls, Full Hearts

Hands-On Learning for the Entire SSFS Community

Students from all grades—along with family members and others from the greater SSFS community—join forces in the Empty Bowl Project. Pooling their creative energies, they make ceramic bowls for use at the bi-annual Empty Bowl dinner to raise funds for food banks. They prepare a banquet in the Stone Soup tradition, with help from local business owners, that brings our community together in celebration of art, service, and friendship. This event is one of the more visible ways we live our motto, "Let Your Lives Speak."



\$12,000 gross proceeds from the most recent Empty Bowl Project transferred to food bank assistance, to provide meals in the fight against hunger.

Our Boarding Option

In addition to our day-school program for all students, Sandy Spring Friends School offers students in Grades 9–12 the option to live at the School. This option is attractive to both domestic and international families, and provides students the additional learning experiences that come with greater independence. SSFS currently boards about 90 students from the U.S. and 15 other countries, who live either in our 60-person dorm or with SSFS faculty and other families in the area. All boarding students study and play on our beautiful campus and make use of the recreational opportunities of the Washington, DC, region—from free museums downtown to sporting and other events.



“Our boarders learn and practice many of the values they will need in their adult lives—especially consideration, cooperation, and respect for others.”

—Bill Mena
Interim Director of Residential Life



A GLOBAL COMMUNITY

With our boarding component, SSFS offers all of our students the ability to see and interact with students from cultures around the world. When students have such vastly different backgrounds, even random conversations become learning opportunities, broadening perspectives in ways that benefit everyone.

Our boarding students come from all over the United States as well as the following countries:

Spain Russia China EL SALVADOR Canada
BHUTAN Ukraine Mexico BURKINA FASO Japan Korea GHANA
Lebanon Serbia Croatia THAILAND Vietnam Italy

Keigo

Friends
and
teachers
would
describe
me as:

[MUSICAL]

[12th
Grader]

“The dorm is a home away from home where I can relax and be myself. Living with other students is really fun.”

What is your favorite thing about living and learning at SSFS?

I love the environment, where everyone can raise their hands and speak their opinions.

How do you spend your free time?

I spend most of my free time playing guitar or listening to music.

What is your favorite class?

Musical Production, which I took last year and am going to take this year, too. I had never done a musical before, and I got the really important role of father of the heroine. I had fun singing, dancing, and acting with my mates.

In six words or fewer, what does “community” mean to you?

Loving everybody around you.

Intercession Travel



Students immerse themselves in the environment and culture of the Amazon Rainforest in Northern Peru, with highlights including walks in the rainforest canopy, birdwatching, ecology study, and community service.



Morocco

South Africa

Gettysburg, PA

Cape Henlopen State Park, DE

Santa Barbara, CA



SERVICE



ENVIRONMENT



CULTURE/LANGUAGE

Assateague Island, MD

Logan County, WV

Spain

Washington, DC

England

Great Smoky Mountains
National Park, NC

Acadia National Park, ME

The Florida Keys

Joshua Tree, CA

Ireland

Big Sur, CA

Yosemite National Park, CA

Costa Rica

New York City

From sandboarding on the Cerro Negro Volcano to surfing, hiking, cycling, and kayaking, students find adventure as they encounter life in Central America, with visits to community projects exposing them to Nica culture.

Nicaragua



West Virginia



Italy

The West Virginia Intercession trip gives students the opportunity to collaborate with a local advocacy group in creating a community garden, cooking for a Meals on Wheels program, and assisting a teen mentoring group.

Machu Picchu, Peru

Death Valley National Park, CA



HISTORY



OUTDOOR EDUCATION



ART

meaningful lives

To find fulfillment is to journey outside the self.





With our emphasis on community, SSFS students quickly learn the value of helping others. They see leadership as a matter of recognizing needs and taking the initiative to meet them. By looking outward, both locally and globally, they understand the power that each person has to make a difference. And they do.



“Serving your community is the first step in understanding that you can change the world.”

—Sunshine Klein
Upper School Experiential
Learning Coordinator

For the Greater Good

From serving as student leaders in Lower School, to leading committees and facilitating meetings in Middle School, to serving on the executive committee of Upper School student government, SSFS students have abundant opportunities to develop leadership skills on behalf of their peers. On a weekly basis, every student participates in stewardship activities that benefit our campus and the School community. And service projects throughout all grade levels—including fundraising for those in need, connecting with the elderly, and assisting communities locally and globally during Intersession—develop a socially responsible mindset that stays with students long after they graduate.



Leadership and Service



LOWER SCHOOL

Lower School students represent their peers as members of the student leadership group SPARK, assisting with events and promoting School spirit. They support an environmentally sustainable campus by collecting lunch scraps for composting. They provide companionship to residents of the local Quaker retirement community. They make blankets for hospitalized children. And much more.



MIDDLE SCHOOL

In Middle School, student leadership opportunities include serving on FLAME (Friends Leading And Mentoring Everyone), as clerks for SMFB (Student Meeting for Business), and as participants on a number of committees aimed at improving the Middle School and outside communities. Participation in the “Heart in Hand” community service committee extends opportunities even further.



UPPER SCHOOL

During their four years in Upper School, students are required to complete 100 hours of community service: 20 hours during one service-oriented Intersession, 30 hours of stewardship on campus—from recycling to assisting with campus events—and 50 hours of service learning, which has ranged from tutoring students in Montgomery County to coaching a children’s soccer team in South Africa.

Miriam

Friends
and
teachers
would
describe
me as:

Energetic

*7th
Grader*

“I’ve learned that with everyone’s support you can make a big difference.”

Q&A

What is your favorite place at SSFS?

My favorite place here is the Community Farm. It’s a nice place to reflect and have fun—and the food from the farm goes directly to our cafeteria.

Which sports and clubs are you involved in?


Volleyball, lacrosse, and the Middle School Play!

How do you spend your free time?

I like to get together with my friends from school.

What does “community” mean to you?

A society that shares respect.



Meaningful Lives

Combining adventure with service, Upper School students traveled to Santa Barbara, CA, where they learned firsthand yet another reason to protect the great outdoors: the thrill of bouldering.



uplifting



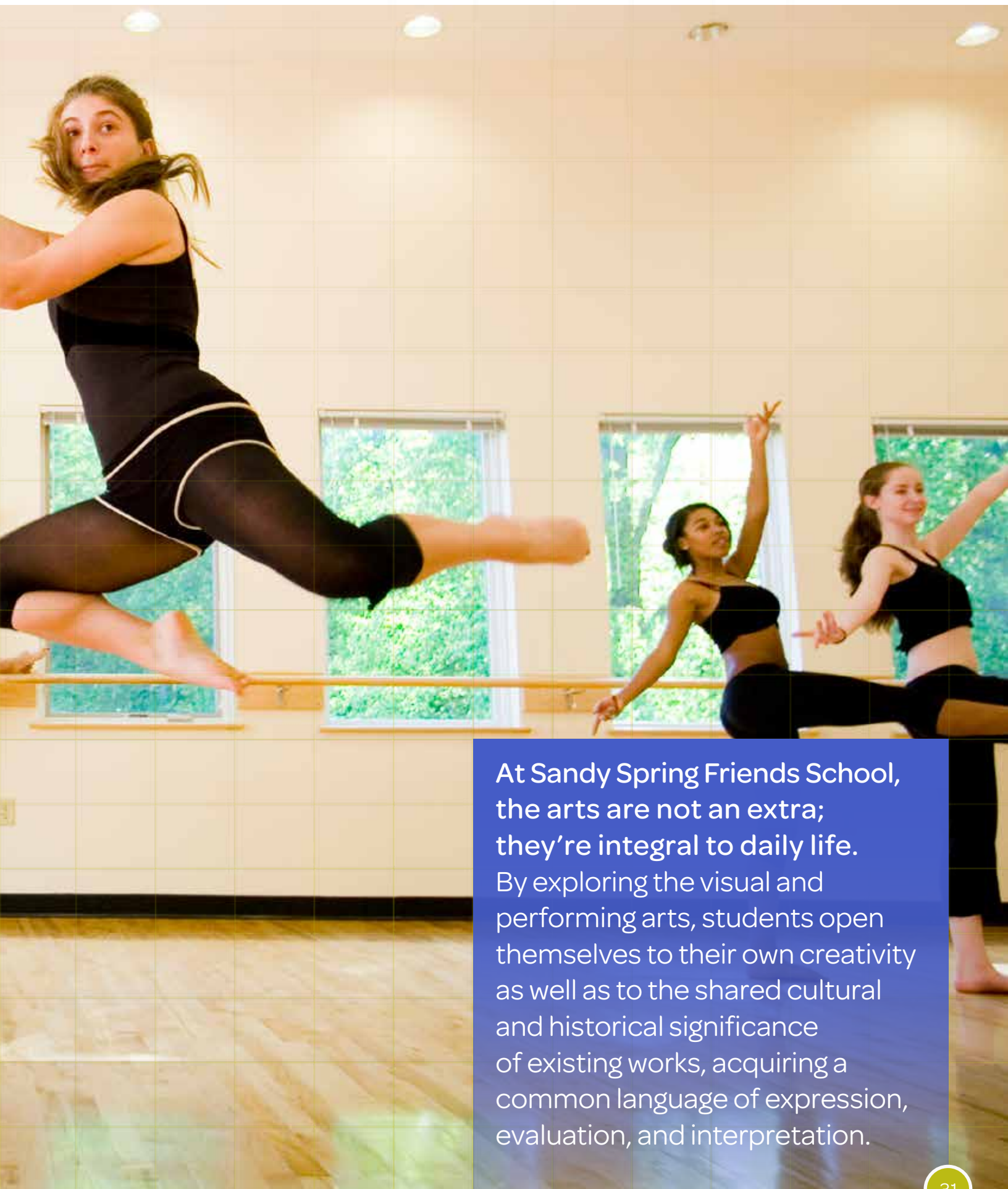
At Lizard's Mouth, near Santa Barbara, students used their artistic skills to paint over graffiti that was defacing the natural beauty of the area. Several days earlier, they picked up trash in Los Padres National Forest.

Service



creative lives

The arts: as basic as breathing and as complex as joy.



At Sandy Spring Friends School, the arts are not an extra; they're integral to daily life. By exploring the visual and performing arts, students open themselves to their own creativity as well as to the shared cultural and historical significance of existing works, acquiring a common language of expression, evaluation, and interpretation.



“If I am outside of school, I can often relate what I see right back to my Arts and Ideas class.”

—Elle
Grade 12

Exploring the Arts

Starting by exposing students to the basics of art forms, design, and performance in Lower School, SSFS teachers introduce progressively more challenging concepts and materials as students develop and refine their artistic skills. By Middle and Upper School, the arts become an extension of thought—a vocabulary that students can draw upon to express their ideas. The prominence of the arts at the School is apparent in our facilities—from the spacious Art Barn to the impressive and modern Performing Arts Center—and a curriculum that culminates in a required six semesters of art in Upper School, with courses such as Arts and Ideas, Stagecraft, and Advanced Modern Dance.



Visual and Performing Arts



LOWER SCHOOL

The visual arts curriculum in the Lower School provides students with opportunities to experiment with a wide variety of materials and grow in confidence as they gain increased proficiency. Students learn performance skills—including movement, improvisation, singing, and playing instruments—in music classes, as well as in class plays and assemblies.



MIDDLE SCHOOL

Students become comfortable working in a range of visual media; learn about the historical, cultural, and social significance of art from around the world; and take field trips to galleries where they encounter art first-hand. Performing arts classes include music, drama, and movement, with options to participate in the annual Middle School play, as well as chorus and instrumental ensemble.



UPPER SCHOOL

Upper School students continue to expand on their visual arts skills and show their work in interior and exterior gallery spaces on campus. Performing arts classes range from theatre to video production, with music, dance, and drama performances scheduled throughout the year. Along with the rest of the SSFS community, all Upper School students may participate in the annual Community Play.

Kairava

[4th
Grader]

Friends
and
teachers
would
describe
me as:

[FUN]

*“Music is really fun—
we practice rhythm by
jumping from one
rug to another on the
beat of a drum.”*

Q&A

What are your favorite subjects?

I like doing science experiments because you don't know what will happen and social studies because we get to do re-enactments and simulations of different time periods.

How do you spend your free time?

I like to paint, sing, dance, listen to music, and act out skits.

Which clubs are you involved in?

I play violin and take art classes. I learn different ways to express myself and different techniques.

What is your favorite type of music?

Kirtan or mantra music—where you sing with a group of people.

the community play

Widely recognized as a signature extracurricular program at SSFS, the Community Play provides a unique opportunity for all to play, work, learn, and grow together. A wide range of plays and musicals are selected from year to year based on their educational value and relevance to the School's mission statement, Quaker values, and curriculum. The Community Play delivers a quality theatre experience that is both entertaining and educational for participants and audience alike.





25-100

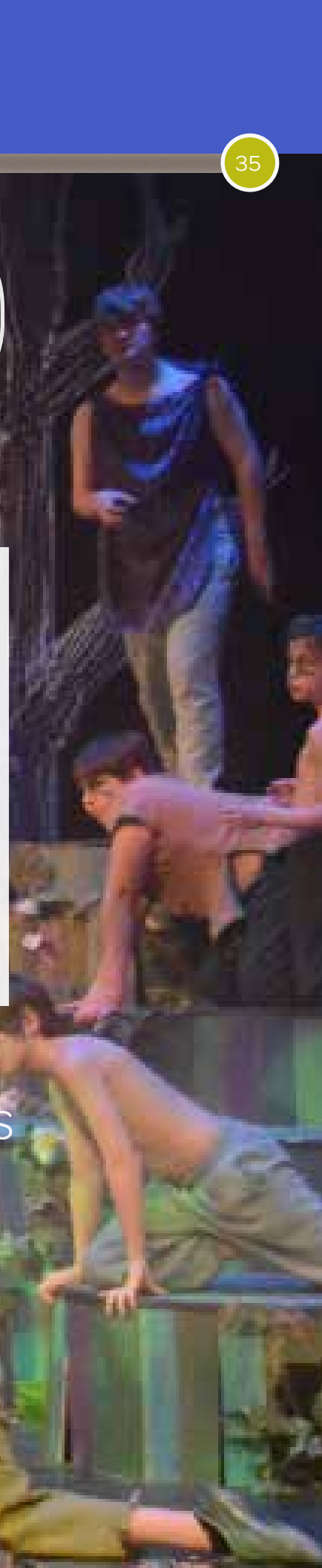
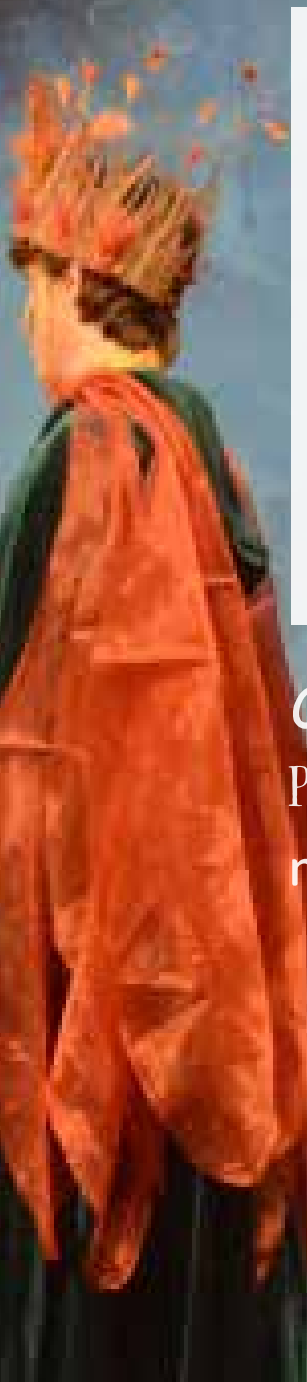
students parents FACULTY STAFF
GRANDPARENTS ALUMNI *trustees* & friends

"Serving as the producing artistic director of the Community Play over the past 20 years has been the most amazing and joyful journey for me. It has been immensely gratifying to witness the connections, the lasting friendships, the transformations of individuals (both young and old), the learning, and the 'growing together' that happened each year we embarked on the collective artistic endeavor to bring a relevant story to life for the community."

—Bruce Evans

Community Play Founder and Former Producing Artistic Director

actors musicians SET DESIGNERS
PRODUCTION CREW COSTUME DESIGNERS
make-up artists *publicity team*



A person is shown from the waist down, wearing a bright blue short-sleeved shirt and shorts with a green and white abstract pattern. They are in a low, stretching position on a green lawn. The background is a blurred outdoor setting with trees and a house. A semi-transparent dark green banner is positioned across the middle of the image.

Physical fitness is as important as intellectual fitness.

healthy
lives



Sandy Spring Friends School's 140-acre campus sets the tone for fitness and health. With frequent opportunities to get outside between classes, students clear their heads and stretch their legs on a regular basis. They make good use of our athletics fields, Athletic Complex, and recreational opportunities that include a swimming hole and Aerial Adventure Park.



“Our Athletics and Physical Education program provides a balance to the academic and spiritual life on campus and helps promote a sense of community.”

—Steve Powers
Director of Athletics

Actively Growing

Starting with physical skill-building in a noncompetitive atmosphere in Lower School and moving toward developing positive health and conditioning habits in Middle School, students mature in an environment that teaches self-discipline and good sportsmanship. By Middle and Upper School, SSFS students are ready to participate in 13 interscholastic sports—baseball, basketball, climbing, cross country, golf, hockey, lacrosse, soccer, softball, tennis, track and field, and volleyball. Our teams compete in the PVAC (Potomac Valley Athletic Conference), and every student has the opportunity to realize their athletic potential.



Athletics and Recreation



LOWER SCHOOL

Through age-appropriate activities, students develop in five skill areas based on National Association for Sports and Physical Education standards: locomotor movement, space awareness, manipulative skills, stabilizing skills, and rhythm and basic dance skills. They enjoy active games and exercise and learn teamwork in PE, and they make use of our natural playground on a daily basis.



MIDDLE SCHOOL

Students participating in Middle School athletics receive personal guidance from coaches as they learn new sports and develop as individual athletes and team members. Every student with a positive attitude who meets attendance requirements is guaranteed to play in every regular-season game. PE courses include practice on the School's 40-foot-high indoor climbing wall.



UPPER SCHOOL

Upper School students complete two units of physical activity each year, choosing to participate on an interscholastic team, play an intramural sport, or take a physical education course. Winter intramurals consist of Morley Games—a unique, nontraditional set of team sports created at SSFS during the 60s and 70s. Students also enjoy the trails, pond, and Aerial Adventure Park on campus.

Erik

Friends
and
teachers
would
describe
me as:

KiNd

11th
Grader

“Teamwork has been key to our success as PVAC soccer champions in my first two seasons at SSFS.”

What are your favorite subjects?

Astronomy and meteorology, history

Which sports and clubs
are you involved in?

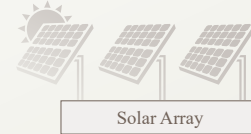
Soccer, track at SSFS; Baltimore Rowing Club
and Baltimore Armour Academy soccer
outside SSFS

What have you learned from your SSFS trip experiences?

Coaching soccer in South Africa, I learned that even with a strong language barrier we were able to teach the sport through drills.

If you could have a conversation with anyone in history,
who would it be?

Nelson Mandela, because after my visit to South Africa, I feel a more personal connection to what he fought for. He knew in his heart what was right for South Africans.



140 Animated Acres

Adventure Park

Largest aerial park in North America; safe climbing and zip line course with 13 trails of varying difficulty levels

Art Barn

Air-conditioned facility dedicated to visual art, including a pottery studio and kiln

Athletics Center

Includes a 9,000-square-foot gymnasium, fitness center, and 40-foot climbing wall

Campground

Multiple sites for camping including fire pits, picnic tables, and night-hiking trails

Community Farm

Educational and working farm; supplies dining hall with fresh, organically grown produce

Hartshorne

Home of 9th Grade program

Libraries

Tanglewood Library for Lower School; Worth Memorial Library in Yarnall Hall for Middle and Upper School

Meeting House

Site of Meetings for Worship

Natural Playground

Used daily by Lower School students

Outdoor Amphitheater

Central outdoor gathering place

Performing Arts Center

State-of-the-art facility; exhibits in lobby, 384 seats in theater

Pond, Stream, and Trails

Spring-fed swimming hole with sandy beach; stream used for water testing; 5K loop trail for hiking and running

Scott House

Administrative offices, including the Office of Admissions

Solar Array

Two on-campus solar arrays that offset up to 60 percent of the School's energy consumption

Westview Dormitory and Dining Hall

Two floors for boarding students; dining hall and kitchen for entire community



Our Campus



A photograph of three students standing outdoors. In the center is a young woman with long, wavy brown hair, wearing a blue t-shirt, smiling at the camera. To her left is another young woman with long, straight brown hair, looking down. To the right is a young man with short brown hair, wearing a dark blue t-shirt, looking off to the side. They are standing in front of a white building with a green roof and lush green bushes. A green banner with white text is overlaid on the image.

Every student is a unique and valuable individual.

spiritual
lives



One doesn't need deep religious convictions to recognize that there is an inner Light in each person. With a culture of equality stemming directly from our Quaker values, in which teachers get to know every student and students treat one another with respect, SSFS is a place where the spiritual life can thrive.



“Whether you call it God or Light or whatever, the idea of equality and that there’s part of you that really matters—SSFS students get that.”

—Steff Kerr
Upper School Mathematics Teacher
and Ninth-Grade Program Director

Living by Quaker Values

The Quaker “SPICES”—simplicity, peace, integrity, community, equality, and stewardship of the environment—underlie the conduct of each member of our community. Arising from and accompanying these fundamental values are habits of reflection and inquiry, a commitment to peaceful resolution of conflict, and an acceptance of people of all faiths. Our students see the life of the spirit as motivation to do good in the world, to seek and act on the Truth, and to let their lives speak by nurturing their best and truest selves. Once or twice a week, each division holds a Meeting for Worship in which everyone comes together for silent reflection.



Meeting for Worship



LOWER SCHOOL

Students learn to appreciate the role of silent worship and reflection through in-class practice of settling into silence, as well as a 25-minute Meeting for Worship in the Meeting House. Teachers guide the students to think about the month’s queries and reflect on thoughts that are shared during Meeting for Worship.



MIDDLE SCHOOL

Middle School students look forward to Meeting for Worship as a time to collect their nerves before a big test, a time to turn off the self-conscious noise of the early adolescent brain, a time to be grateful for the progress they have made and reflect on their lives with a growing awareness of their place in the larger community.



UPPER SCHOOL

In Upper School, students attend Meeting for Worship twice each week, settling into silence and occasionally standing to share their thoughts. During Senior Meeting for Worship at the end of each year, twelfth-grade students reflect upon what their experience at the School has meant to them as they look toward their futures.

[12th
Grader]

Asa

Friends
and
teachers
would
describe
me as:

[ENTHUSIASTIC]

“The Quaker SPICES play a huge role in my life. It’s almost as if they hide in plain sight, their presence is so massive.”

Q&A

What is your favorite place at SSFS?

The patio outside the lounge. It makes a great study spot during a free period in the fall or spring.

Which sports are you involved in?

Lacrosse. The game has taught me to “Earn It” (the SSFS men’s varsity lacrosse team motto) everywhere I go, on and off the field.

If you could have a conversation with anyone in history, who would it be?

My grandfather. He passed before I was born, but my family has always told me that we would have been the best of friends. He was a wood shop teacher at the School, and I really wish I’d had the chance to learn from him.

SSFS



*"Sandy Spring has given our sons
a platform from which to stretch and
take risks academically and athletically,
as student leaders and as human beings."*

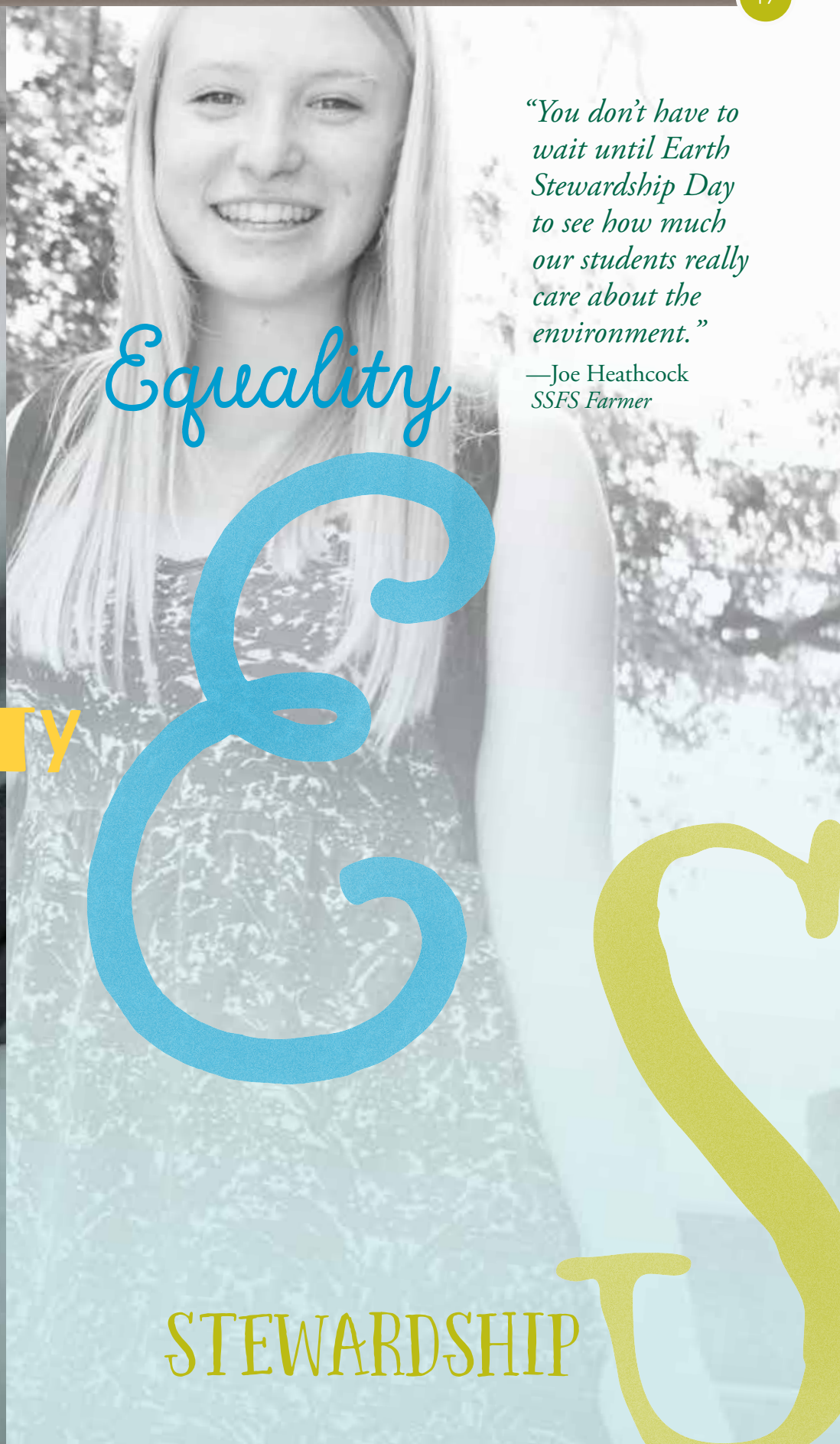
—Lauren Deichman
SSFS Parent

INTEGRITY

I

*"You will never feel
alone or lost in the
SSFS community."*

—Nai'ya
Grade 12



"You don't have to wait until Earth Stewardship Day to see how much our students really care about the environment."

—Joe Heathcock
SSFS Farmer

Equality

COMMUNITY

STEWARDSHIP

A young man with short brown hair, wearing a black hoodie with purple and yellow lettering, is shown in profile, looking towards the right. He is standing in front of a large blue map of the Pacific Northwest region, which includes Washington, Oregon, and California. The map is decorated with three white banners pointing to the right, labeled '2013 Graduates', '2014 Graduates', and '2015 Graduates'. A white paper airplane is also visible on the map. The text 'effective' is written in a bold, yellow, sans-serif font, and 'lives' is written in a white, cursive script font, both overlaid on the image.

effective lives

It is possible to lead both a happy and useful life.

WHERE ARE THEY NOW?



Sandy Spring Friends School's balanced education touches the whole person. Because our students grow socially, emotionally, and spiritually as they progress academically, they become adept at working with others to achieve their goals. And with their sense of social responsibility, those goals often include making the world a better place.

Finding a Path

Much of what makes SSFS students so successful is the result of caring adults who listen to them, support them, and push them to realize their potential as they identify and cultivate their passions, take leadership roles, and prepare for the next stage of their lives. Our college counseling staff begins meeting with students one-on-one as juniors to identify their needs and goals and help them discover the college and program that would fit them best. Counselors also meet with parents and hold college workshops and information sessions to help families through each stage of the college selection and application process.



“I chose the School because I want my daughter to have conversations that stimulate and engage, and as she gets older to serve as a leader for peace and positive social change.”
—Leslie G. Shah, MHS
SSFS Parent



College Counseling Summary

FRESHMAN YEAR

In ninth grade, students identify school and off-campus activities they would like to join, make a visit to a local college, discuss next year’s courses with a college counselor, get involved in volunteer or other activities during the summer, and complete all summer reading.

SOPHOMORE YEAR

In addition to repeating all of the actions recommended during freshman year, tenth-grade students also take the PSAT.

JUNIOR YEAR

SSFS juniors take the PSAT, ACT, and SAT as applicable; meet with college representatives visiting SSFS; visit college campuses and attend college fairs and open houses; hold a family conference with a college counselor; conduct a college scholarship search; develop a college list; review their transcripts; and complete the Common Application.

SENIOR YEAR

As seniors, students review their college plan with a counselor, request teacher recommendations, finalize college lists, submit applications, complete the FAFSA, work to keep grades up, obtain admission results, visit colleges, and make their college decisions. They also graduate from SSFS!

Destinations

Sample colleges and universities attended by SSFS graduates, 2016–2018:

- | | | |
|---------------------|--------------------------|---|
| American University | Earlham College | Oberlin College |
| Amherst College | Elon University | Sewanee: The University of the South |
| Bard College | Emory University | Skidmore College |
| Bates College | Georgetown University | Smith College |
| Boston University | Guilford College | Swarthmore College |
| Brown University | Haverford College | Tufts University |
| Bryn Mawr College | Howard University | University of California, Santa Barbara |
| Colorado College | Johns Hopkins University | University of North Carolina School of the Arts |
| Cornell University | New York University | Vassar College |

Haley '15

CHEMISTRY MAJOR,
BATES COLLEGE

"Learning how to settle into silence was hard, but being able to step back and reflect has been a great stress reliever in college. One of the most important things I learned at SSFS was that it's okay, and actually good for you, to take time for yourself to meditate and relax."



ENGINEERING/
MANAGEMENT MAJORS,
PURDUE UNIVERSITY

Zurum '15

"My experience with the technology-aided curriculum at the School has been vital in college, where professors expect me to come to class with a wide range of citable, valid information on a given topic."





Suna '15

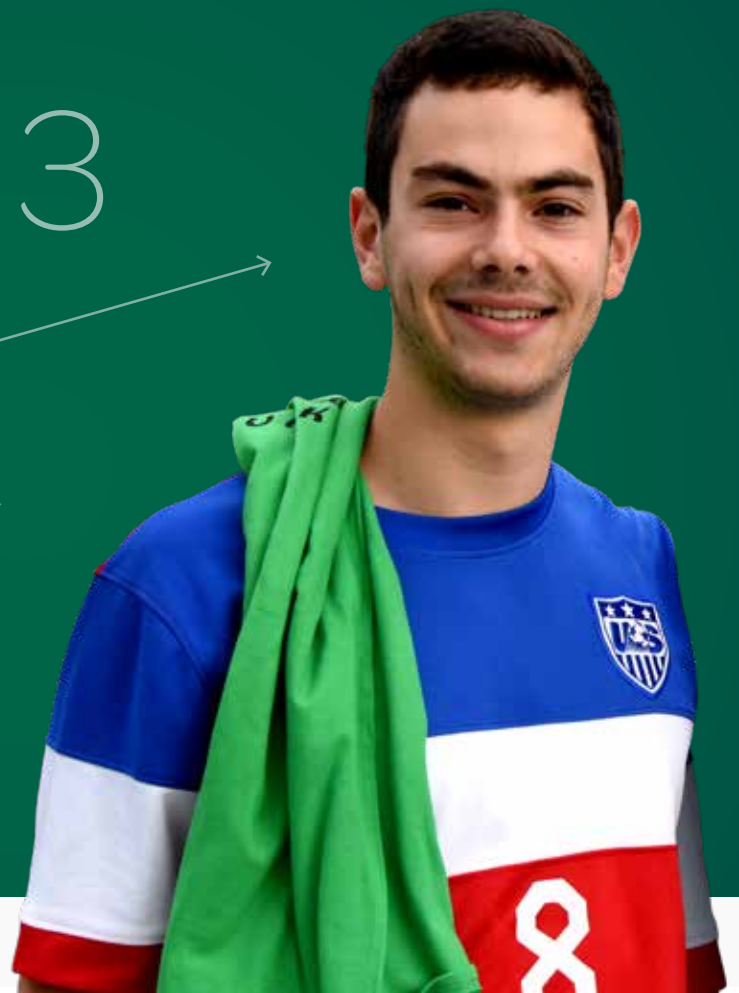
COGNITIVE SCIENCE MAJOR,
WAKE FOREST UNIVERSITY

"Because of the great opportunities at SSFS, I realized that I have much more potential than I thought. Before, I would aim at one thing without even looking at anything else. By my senior year, I knew how many options I had."

Gabriel '13

BIOLOGY MAJOR,
HAVERFORD COLLEGE

"SSFS allowed me to explore different forms of leadership and hone skills that I have continued to use throughout college. The SSFS community provided me with a home, lifelong friends and mentors, and—most important—the space to challenge myself."



Fast Facts

Character

Independent, co-educational, college-preparatory day and boarding school for Preschool (Age 3)–Grade 12 students, founded in 1961 to educate the whole person—mind, body, and spirit.

Quaker Tradition

Open to all religions; teachers seek to find inner Light in each student; Meeting for Worship held each week for silent reflection; values include simplicity, peace, integrity, community, equality, and stewardship.

Location

140 pastoral acres in Montgomery County, Maryland, midway between Washington, DC, and Baltimore.

Students

59 percent identify as students of color; over 100 students in our boarding program representing 15 countries; more than a dozen religious affiliations represented.

Curriculum

Holistic and based on Quaker values; academically rigorous, above grade level, and designed to help students analyze, interpret, synthesize, and create; integrates the natural world; 16 AP courses in Upper School.

College Placement

Two college counselors; Class of 2017 ACT mean score of 26.6, SAT mean score of 1290; 100% of students accepted to college; 85% applied Early or Priority; 77% admitted to one of three top choices.

Athletics

Physical activity introduced in Pre-K; competitive and intramural sports begin in Grade 6; compete in Potomac Valley Athletic Conference and the Independent School League in 12 sports: baseball, basketball, climbing, cross country, golf, ice hockey, lacrosse, soccer, tennis, track and field, volleyball, and wrestling.

The Arts

Musical production, play production, instrumental music, chorus, handbells, modern dance, theatre, 2D and 3D art, woodworking, digital media arts, Community Play, weaving, photography, stagecraft.

Leadership and Service

Student Government from Grade 4 on; community service in all grades, with Upper Schoolers contributing at least 100 hours; mentoring, service, business, climate awareness, and spiritual groups and clubs.

Technology

Utilized in all grades as a way to enhance learning, with emphasis on responsible use; 1:1 iPad program in Grades 4–8; BYOD (“bring your own device”) program in Grades 9–12; online classrooms; computer and STEAM labs.

Enrichment

Signature Trips and Intersession program, including international travel for education, service learning, linguistic skills, and cultural appreciation; internship program; partnerships with academic, arts, and

athletics programs in metro DC area; Outdoor Education program encourages exploration of natural world; student clubs such as Model U.N., online literary magazine and newspaper.

Facilities

Two libraries; state-of-the-art performance center; historic Meeting House; Athletic Complex with fitness center and climbing wall; on-campus baseball, softball, soccer, and lacrosse fields, as well as a scenic cross country course; swimming hole; Community Farm; Aerial Adventure Park.

Boarding

About 100 students from the U.S. and 15 other countries. Dormitory and host family options, with weekend activities including trips to Washington, DC, and the surrounding region, athletic competitions, and community service projects.

Alumni

Lifelong learners, accepted into some of the nation's finest schools; go on to become leaders in various industries and in their communities, working toward making the world a better place.

Parent Resources

Bus transportation in Montgomery, Howard, and Prince George's Counties; before and aftercare programs.

Admission

Campus visit recommended; fall applications (available online) encouraged; forms, admission testing, shadow visits, and parent interviews required.

Tuition (2018-19)

PK3 Program	\$16,425
PK4 Program	\$17,650
Kindergarten	\$22,675
Grades 1–5	\$27,125
Grades 6–8	\$29,995
Grades 9–12 (Day)	\$33,250
Boarding 5-Day (Grades 9–12)	\$48,950
Boarding 7-Day (Grades 9–12)	\$61,250

Financial Aid

Need-based aid available; approximately one-third of SSFS students receive financial aid; admissions and financial aid decisions made independently.

Visit

Open House and “Discover SSFS” events scheduled throughout the school year (visit www.ssfs.org/admission/ visit to RSVP), or contact us to arrange an individual visit.

Contact

Sandy Spring Friends School
16923 Norwood Road 301.774.7455
Sandy Spring, MD 20860 admission@ssfs.org

Sandy Spring Friends School does not discriminate on the basis of race, color, religion, national or ethnic origin, gender, sexual orientation, gender identity or a person's status as a qualified candidate with a disability in administration of its educational program, admission policies, financial aid program, staff hiring and other school-administered programs. However, special consideration may be given to members of The Religious Society of Friends.



600

students in preschool
(age 3) through grade 12



8:1

student-to-faculty
ratio



14

average class size



SANDY SPRING FRIENDS SCHOOL

Let Your Lives Speak

Find us on social media:



16923 Norwood Road, Sandy Spring, Maryland 20860 301.774.7455 | For more information, please visit [SSFS.ORG](https://ssfs.org)