COMMUNITY HANDBOOK
2016-2017
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Handbook Statement

Upon admission to Sandy Spring Friends School, the student’s parents sign an enrollment contract that serves as an agreement by the student and parents to adhere to the academic, behavioral, and social expectations of the School. Every school has basic assumptions and beliefs by which it operates. This Community Handbook articulates the values and expectations that are important at Sandy Spring Friends School. We welcome students and parents who see such an environment as conducive to the student's academic and personal growth. No one is well served if students enroll who do not agree with these basic assumptions. By signing the Enrollment Contract, both students and parents agree to abide by and support the mission and policies of the School as outlined in this Community Handbook and the Boarding Student Handbook.

Weather & Emergency Policies and Procedures

INCLEMENT WEATHER POLICY
Sandy Spring Friends School follows the cancellation or delayed opening decision of Montgomery County Public Schools. Parents and students are advised to listen to local radio and television stations during periods of severe weather for school closure information.

Sandy Spring Friends School generally does not follow the Montgomery County decision regarding early dismissal for inclement weather. The decision will be announced independently, ordinarily before 12:30 pm. The information will be posted on the School’s Web site (www.ssfs.org) and sent to families via email and text notification. The School will notify radio station WTOP at 103.5 FM and 820 AM, and three television stations (NBC Channel 4, CBS Channel 9, and ABC Channel 7) with this information. If weather conditions deteriorate during the day, please visit the School’s Web site for an update. At these times, parents always have the discretion to pick up their children early. When school is canceled or on the rare occasion when the School is dismissed early, all school activities for the day and evening, including aftercare, are canceled. All students not picked up at the early dismissal time will be supervised until parents can come for them.

LIGHTNING POLICY
Since severe injury or death can result from lightning strikes, it is our policy to require all students and school personnel to remain indoors whenever there is lightning close to the School. Athletic teams will be moved indoors until at least 30 minutes after the last sign of lightning or thunder.
TORNADO/HIGH WIND POLICY
In the event of a tornado or high wind alert, it is our policy to require all students and staff to stay indoors, away from exterior glass surfaces, and move to designated locations in each building. Teachers will remain with students until the alert has been canceled.

EMERGENCY PROCEDURES
Emergency situations are, by their nature, unpredictable and variable. Examples of emergency situations include (but are not limited to): fire, tornado alert, individual or mass injuries, hazardous materials spills, threatening persons, regional or national crises. Responses may include: a security lockdown, taking cover in protected locations, evacuating a building or the campus, shelter-in-place, increased vigilance, monitoring of entrances and/or premises, etc. In the event of an emergency situation on campus, all students, staff, and all visitors on campus including parents are required to follow the safety instructions of the school administration and staff. SSFS will follow Montgomery County school district directives for lockdown, take cover, and shelter-in-place procedures.

A Crisis Plan Quick Reference is located in every classroom, office, and bathroom, and every building has a quick reference for employees for guidance for responding in emergencies, including what to do in case of injury, fire, building or campus evacuation, severe and unusual weather, utility failure, etc. The Head of School, in consultation with the Emergency Response Team, comprised of senior administrators, will determine specific actions in response to school emergencies. These will be announced on the main School phone recording, the SSFS web page, and through e-mail and/or texts sent home when appropriate. The School also maintains a comprehensive, confidential administrative crisis response plan to assist with the proper planning for, response to, and recovery from a spectrum of crisis situations.

Under emergency conditions, parents or guardians will be required sign their child out with School personnel, at the School's discretion, before a child will be released from the School's care. In the event of a campus evacuation, procedures and location of an evacuation site will be given on the School phone message and website.

FIRE DRILL PROCEDURES
Fire drills and other safety drills are held periodically to comply with regulations and to ensure the safety of our students, faculty, and staff. The fire alarm will sound continuously in the event of a fire or drill. All affected buildings will be evacuated, and all affected students, employees, and all campus visitors must report to designated collection locations for attendance and further instruction. All occupants of an evacuated building(s) must remain at the collection location until informed that they may return to the building(s).
Community Life: Quaker & All-School Traditions

COMMUNITY LIFE

Sandy Spring Friends School is committed to educating the whole child. The community and spiritual aspects of life are recognized as essential components of this education.

Meeting for Worship
Meeting for Worship plays a central role in the life of the community. Worship is a time to seek Divine insight and to nurture loving relationships. Centering in silence, the individual can be free in mind and spirit. Some may experience a mental respite, while others may feel the strength of the school spirit within the gathered community. The ultimate goal, however, is to experience a worshipful unity with what Friends refer to as “that of God” or “the Light.” Self-discipline is required by all to provide a positive spiritual environment.

Silent worship is seen by Sandy Spring Friends School as a time for each person to reflect inwardly. Although it may take some individuals years to acquire a sense of identity with the School community at Meeting, others quickly find this the central core of the Sandy Spring Friends School experience and look forward to the time of shared quiet. Find out more about the Quaker tradition of Meeting for Worship at SSFS online.

Students and faculty are required to attend Meeting. Each division has its own special times for Meeting.

School-Wide Traditions
A number of community-building events have become annual traditions of the School. Intended to raise school spirit and a sense of our unique school culture, these events provide opportunities for interaction among the students and faculties of the three divisions of the School.

In September and June there are all-school assemblies in which representative groups or individuals from each division perform, and all students participate in community singing. “The George Fox Song,” a school-wide favorite, is the traditional closing. In December, everyone gathers for an all-school holiday assembly where, after silence, performers of many ages present music from a variety of religious and cultural traditions. The joy of the season is most evident in the annual faculty-staff performance of “The Grinch That Stole the Holidays” and our all-school rousing rendition of “The Twelve Days of Christmas.”

Community Day, held in the fall, begins with older students escorting younger students to the Sandy Spring Friends Meeting House for an all-school Meeting for Worship. Students return to campus to gather for a snack and activities with their mixed-aged Family Groups. The groups then work cooperatively to complete assigned service
projects. After lunch, the community comes together to play Morley Games and take an all-school photo.

**Earth Stewardship Day** is held in the spring and focuses on activities that promote environmental awareness in our community. Participation is by advisory in the Middle and Upper School and by class in the Lower School. Each group participates in three sessions: education, service, and reflection. Within each session, the group can choose from a designed activity or may opt to create their own environmental stewardship activity. Alternatively, a group may design a day-long experience in the wider community.

**Community Service**
The purpose of the service program at Sandy Spring Friends School is to respond to the needs of others, and thereby to enrich the school community and the lives of its members.

Through a variety of short-term and long-term service commitments, students, faculty, and staff are exposed to the needs of people whose life experience differs from their own. In keeping with Quaker values, we commit to personal interaction with individuals who can benefit from the gifts of our time, our caring, our labor, and the sharing of ourselves. While those we serve benefit, another important outcome of our service is our own growth. We strive to balance our outreach with conscious reflection on our experience. Beyond heightened awareness of the world around us, we stand to gain self-esteem and humility which helps sustain us as committed, responsible, and joyful members of a wider human community.

**Environmental Stewardship**
An emphasis on environmental stewardship flows naturally from Friends’ testimonies and beliefs.

- Friends have a fundamental concern for Peace and Justice in the world, yet world disease, poverty, and despair result from environmental degradation. Without fertile soil, clean water and air, sufficient space, and access to natural resources, people will not have nourishment, health, employment, and living conditions that will enable them to live in peace and dignity. A deteriorating natural environment becomes an important focus as we seek social justice and equity, and address root causes of violence in the world.
- Friends value Simplicity. A simple lifestyle uses fewer of the earth’s natural resources, reducing human impact on our planet’s limited natural endowment and vital processes.
- Friends have a history of “Letting Our Lives Speak” through Service. Service to the environment furthers the development of good people as well as good students. The act of doing changes the brain. Thus, participation in restoration and management is just as important as the results because it changes the participants in positive ways.
- The “belief of God in every person” requires care and wisdom in the stewardship of the world’s other inhabitants.
The Quaker heritage of this school has as its hallmarks belief in the values of environmental justice, practicality (learning by doing), spirituality implicit in the natural world, the authenticity of the power of truth, sustaining community, and constructive engagement in problem solving.

General Guidelines and School Policies

SSFS Technology Responsible Use Policy
The members of the Sandy Spring Friends School community strive to attain the Quaker ideal of seeing “that of God in everyone.” This ideal is still relevant when using technology. Whether online or face-to-face, behavior should reflect the ideas of honesty, respect, and consideration of others.

Technology is a welcome part of a Sandy Spring Friends School education. SSFS provides access to technology tools as an educational resource, and the School retains control over all of these resources. Technology is defined as any device that allows communication or the transmission of information or data. All members of our community are expected to use technology, whether School-owned or personally-owned, in a respectful and appropriate manner. Keeping in mind these ideas:

1. **Words can hurt or heal.**
   Care should be used in communicating online. Communication that is sent electronically can remain available for a very, very long time. Email can be forwarded, and information posted on websites is archived. Rumors, insults or unflattering images will last forever on the Internet and can have a damaging impact. Do not assume that any information sent electronically is private.

2. **Everyone shares the responsibility to keep the School’s network functional and secure. To those ends, we ask that members of the School community:**
   * Make backup copies of important files on a removable memory stick.
   * Report any suspicious use of the computer system to the Technology Department.
   * Do not share account information with anyone else. Any activity that occurs using the school’s account is the account owner’s responsibility.
   Do not attempt to breach network security.
   * Do not access another person’s account information.
   * Do not play unapproved computer games or access inappropriate websites.

3. **Lying, cheating, stealing or harming others is wrong no matter how it is done.**
   * Plagiarism, whether from print or electronic sources, is cheating.
   * Some activities are illegal whether using the Internet or the SSFS network. They include, but are not limited to: making threats, harassing others, committing fraud, stealing, vandalizing, and violating copyright or trademark rights of others.
The School’s network is the property of Sandy Spring Friends School. Privacy and security of files and electronic communication are not guaranteed and should not be assumed. The School reserves the right to access a user’s data and directories or data processed through the SSFS network without notice or warning in order to help maintain the system’s functionality, to comply with legal requirements and as required to ensure the well-being of the School.

The improper use of technology at any time could result in disciplinary action including, but not limited to, the loss of user privileges, confiscation of the technology device, suspension, expulsion, or possible legal action.

We encourage the use of technology for academic research and to produce academically-related materials. Faculty and staff members recognize the increasing incorporation of technology in academic, personal and professional venues and attempts to provide instruction and guidance in the safe and competent use of the technology devices.

Each division may have additional guidelines and policies pertinent to the members of that division. Students that reside in the dormitory must adhere to this acceptable use policy as well as the dormitory’s responsible use policy. All faculty and staff are further guided by the Faculty and Staff Responsible Use Policy.

**Illegal Drug, Tobacco, and/or Alcohol Use**

SSFS is a drug, tobacco, and alcohol-free facility and no use of these products is allowed anywhere on the campus or any adjoining properties. Students using or possessing illegal drugs, alcohol, and/or tobacco products will be suspended and may be expelled. If suspended, they may also be required to attend educational programs which teach teenagers the effects of illegal drugs, alcohol, and tobacco products. Parents and the School will work together to find this program. The parents will be required to pay all fees related to the program and to provide the School with documentation stating that the student has completed the program.

**SSFS Policy on Religious and Cultural Observances**

Sandy Spring Friends School recognizes the importance of religious observances to many students and families. So that all members of our community can fully observe their religious or cultural traditions, the School has developed the following approach to absences and academic accommodations for students whose school participation may be affected by religious obligations:

- Families should notify teachers, advisors, the Dean of Students (if applicable), and the Division Head about any anticipated absences due to religious/cultural observances at least two school days before the holiday.
- When absent from school due to a religious or cultural observance, students will have at least one day per day of absence to complete any missed assignments, tests, quizzes, projects, or other deadlines. Students
should communicate with teachers to make arrangements for any make-up work.

- Students who miss a game or practice scheduled on a religious holiday will not be penalized in any way for the absence if timely notification is given to the School and the coach.

It is often difficult to determine which holidays will impact individual students; hence the flexible approach in the classroom noted above. However, prior experience tells us that there are some holidays that impact a large number of families. As a result, the School will make every effort to avoid scheduling extra-curricular School-sponsored events, meetings, and programs on dates that conflict with Rosh Hashanah, Yom Kippur, Chinese Lunar New Year, Eids, Duwali, and Passover.

Parents Association Party Statement
Exposure to tobacco, alcohol, and drugs is a problem that confronts today's students and parents. Unfortunately, our children are bombarded on many levels (some overt, some subliminal) with messages promoting the use of alcohol, unlawful drugs, and tobacco. As a community we need to work together to help all our children recognize and avoid such risky behaviors.

At SSFS we pride ourselves on our commitment to Quaker values. As parents we need to adhere to the values of honest communication, respect for each other, and concern for each child in order to help our students avoid situations that put them at risk as they mature into responsible adults. As a community we need to nurture an atmosphere in which each parent accepts this shared responsibility for safeguarding and supporting our children.

According to counselors and other family support experts, when parents stay involved with their teenage children, provide them with clear expectations, and give them opportunities to demonstrate responsible behavior, teenagers are more successful in avoiding risky behaviors. But, it is easy to feel isolated as a parent of a teenager and wonder where your responsibilities begin and end. Often we hesitate to pick up the phone and “check-in” with other parents. (We have all heard from our children that “nobody else's parent . . . [fill in the blank].”) To help our community understand and confront issues surrounding drug and alcohol use at parties, the Parents Association has adopted the following statement:

Party Statement
The solution to the risk that teenagers will encounter illegal substances is not to prevent teenagers from getting together. Socializing is a vital part of their developmental process. It is crucial that parents provide avenues for teenagers to “party” in a sober environment.

With that in mind, the Parents Association offers the following guidelines for parents, with hopes that having guidelines on paper will make it easier for students and parents to agree on reasonable rules of their own and for
parents to work together to foster a healthy party environment.

1. Students should take the lead in suggesting what kind of party and what activities to offer. However, it is crucial that parents set clear ground rules as to drug and alcohol use, guest lists, and the time the party ends. (Avoid open-ended, open house parties.) While not always possible, every attempt should be made to plan parties in advance.

2. Parents should be vigilant in ensuring that no illegal use of alcohol or drugs occurs in their home. Students and parents should know that it is illegal in Maryland, Virginia, and the District of Columbia for anyone under the age of 21 to drink alcoholic beverages. Criminal charges may be brought or monetary damages assessed in a civil suit for furnishing alcohol or drugs to a minor. Parents in whose home alcohol is served are legally liable for injuries or accidents that result from that alcohol use.

3. A parent or other responsible adult must be in the house during the party and should be visible to partygoers. Parents should ensure that guests do not leave the party and return later, reducing the possibility of students going elsewhere to consume alcohol or drugs and then returning. The party should stay in one place and not break up into smaller groups that move from house to house or to other locales.

4. In advance of the party, parents are strongly encouraged to contact the parents of the student giving the party. It is not rude to ask for an assurance that the parent will be present and that the parent intends for the party to be alcohol and drug-free. When parents adopt this commitment to communicate frankly with each other, we go a long way in safeguarding our students.

5. If, despite the best efforts, students become alcohol or drug impaired, they should not be allowed to leave the party unless in the company of their parents or another responsible adult.

6. Parents are encouraged to insist that their teenager keep them posted of any change of plans after they leave home for the evening. Students and parents may wish to agree in advance that if the student calls home for a ride because he or she is unable to drive or to get a ride, the ride will be given with no questions asked at that time. This agreement is part of a standard agreement recommended by Students Against Drunk Driving (SADD).

7. Finally, parents are encouraged to support and participate in drug and alcohol education programs offered by the Parents Association and SSFS.

**Personal Property**

The School is not responsible for the loss of personal property brought to School, and such possessions are not covered by the school's insurance. Therefore, students should leave valuables at home.

**Phone Number, Address, and Email Address Changes**

It is essential that the School have accurate contact information for parents/guardians. Increasingly, essential School communications happen via electronic means (email, website, texts), and accurate, functional email
addresses are an integral part of home-school communication. Parents are responsible for updating their contact information - home address, email addresses, home, cell and work phone numbers - online using our MyBackpack parent portal so that this information can be disseminated throughout the School.

**Photo and Media Policy**
During the year photographs, videos, and other forms of media are created which portray students participating in School-related activities. SSFS reserves the right to reproduce, use, exhibit, broadcast and distribute student images for School publications, promotional and marketing materials.

**Sunday (First Day) Participation Policy**
As a Quaker institution, the School makes every effort to ensure that no required activity, rehearsal, or athletic event will take place on Sunday prior to one o’clock. In the event that there is an activity, rehearsal, or athletic event that occurs on a Sunday prior to one o’clock, SSFS students will not be penalized if they choose to not participate until after one o’clock.

**Transportation Services**
Sandy Spring Friends School offers bus transportation, for a fee, to its students. The routes are planned to serve as many students as possible. Pick-up points are set and announced prior to the beginning of the school year. The routes are point-to-point and not door-to-door. Insufficient numbers of students riding the bus in a given area may make service to that area economically unfeasible. All bus riders and their parents will receive a copy of the Bus Safety Regulations to review and discuss before signing and returning to the School. If students do not follow Bus Safety Regulations, they may lose the privilege of riding the bus.

All of our buses are equipped with cellular phones for use in case of emergency. All buses are inspected annually by the State of Maryland. Questions regarding transportation should be directed to the Assistant Director of Facilities at 301-774-7455 ext 177.

**Use of Private Vehicles to Transport Students**
SSFS provides School-owned vehicles to transport students to field trips, athletic events and other School-related activities. On occasion it may be necessary to use private vehicles to transport students. When this occurs, SSFS will seek written or verbal permission from parents or guardians authorizing the School to transport students in private vehicles.

An exception to the aforementioned is made for transporting of students who reside on campus. SSFS acting in its capacity as custodian reserves the right to transport boarding students as is deemed necessary to School-related activities without permission from parents or guardians.
Asbestos Management Plan
In October 1986, the U.S. Congress enacted the Asbestos Hazard Emergency Response Act (AHERA). Under this law, comprehensive regulations were developed to address asbestos problems in public and private elementary and secondary schools. These regulations require most schools to inspect for friable and non-friable asbestos, develop asbestos management plans that address asbestos hazards in school buildings and implement response actions in a timely manner.

These regulations assign schools many new responsibilities. Our program for fulfilling these responsibilities is outlined in our asbestos management plan. This plan contains information on our inspections, reinspections, response actions and post-response action activities, including periodic surveillance activities that are planned or are in progress.

You can review this plan during normal business hours without cost or restriction. If you have any questions about reviewing our management plan please contact the Director of Facilities at 301-774-7455 ext. 135.

Library Services
The library program for students has the dual goals of fostering a love of reading and teaching research skills. The library collection is housed in Yarnall Library and all students, parents, and faculty are welcome to use and/or borrow from it. Online resources are also part of the offerings of the library and can be accessed from the website. Lower School classes come to the Yarnall library on a regular basis for instruction and to borrow books and other materials. In addition, teachers bring their classes and send small groups to do research. The library also provides reference and reader’s advisory services to the entire community. We have a small parenting collection and an excellent selection of materials about Quakerism and Quaker education. Each month there is a display of books relating to a spiritual theme. The Yarnall library is open from 8:00 a.m. to 5:30 p.m. Monday through Friday.

We are committed to promoting reading as one of the gateway skills to lifelong learning. To that end, the library organizes a reading motivation program once a year to inspire reading.

The catalog of the library’s holdings can be searched from any computer on campus via a link on the web site www.ssfs.org/academics/libraries/. There is a link from the library web page to “Research Databases” with reference tools such as magazine indexes, encyclopedias and dictionaries that can be accessed from home or school after logging in with personal usernames/passwords, or with username “ssfs” and password “friends”.

The loan period for library books is normally two weeks, but students may renew materials if others are not
waiting for them. Although we don’t charge fines for overdue books, notices are sent to remind students to return things so others may use them. The replacement cost, plus a non-refundable processing fee, will be charged to student accounts for materials not returned at the end of each semester.

We have a birthday book program in which parents are given the opportunity to donate a book (or other library resource) in honor of their child. It is a gift that can be opened again and again and supports the library as a whole.

We are always happy to receive donations of books, videos, and CDs. Please bring such donations to the library, and please inform us whether to return them if we decide not to keep them. Otherwise, those titles we do not add to the collection will be saved for the Young Friends Fall Book Sale, our friends in the Cleveland, Mississippi School District, or other worthy recipients.

**Student Support Services**

Consisting of registered nurses, learning specialists, and counselors, Student Support Services:

- Aims to assist students requiring help
- Strives to maintain confidentiality in all forms, including electronic and written communication, conferences and phone conversations as outlined.
- Serves the Student Resource Teams (SRT) and seek out the advice of these teams when necessary.
- Addresses many health, learning and counseling issues
- Provides referrals to outside resources including therapists, psychiatrists, pediatricians, academic tutors, and/or organizational tutors when situations arise beyond the capability of the student support position.

**Confidentiality**

Student Support Services (SSS) aims to actively assist students requiring help. Lower School student support includes consultation with teachers and parents. When information is gained about a Middle or Upper School student, either through self-disclosure or through community referrals, every effort is made to honor the student’s confidentiality. The team strives to maintain confidentiality in all forms, including phone conversations, electronic and written communication. However, if it is determined that a student’s or another person’s emotional or physical health or safety is at risk, the oath of confidentiality is no longer binding and appropriate persons will be notified with the ultimate best interest of the individual in mind.

Finally, it is important to note that the first step in dealing with any situation is to work with the students and family to meet their needs. The members of the Student Support Services team are also part of the Student Resource Team (“SRT”) in the Lower, Middle, and Upper Schools and seek out the advice of these teams when necessary.
Health Services

School Nurse
School nurses are responsible for monitoring the health of SSFS students. Duties include giving first aid, maintaining health records, administering medication on campus, consulting on health and wellness matters with students and faculty, and conducting health screenings. In addition, the Nurse may be a source of referrals to off-campus professionals as needed by students, and frequently works closely with the school counselors to best meet student health needs.

Illness
When a student is ill, please keep him or her home from school. It is difficult for a student who isn’t feeling well to learn. In addition, a sick student may infect other students. A student should stay home if he or she has had any of the following within the last 24 hours:

- A temperature of more than 100 degrees
- Nausea or vomiting
- Diarrhea
- A temperature of more than 99 degrees and exhibiting any of the following symptoms:
  - Persistent cough
  - Severe headache
  - Earache
  - Severe sore throat
  - Rash or infection of the skin
  - Red or pink eyes

If symptoms are severe or persist for more than 24 hours, parents should contact a family physician. If a student develops any of these symptoms while at School, a parent or guardian will be asked to come and take the student home.

A student who has a bacterial infection should not return to School until he or she has taken oral antibiotics for 24 hours. Similarly, a student who has an elevated temperature should not return to School until the temperature has been normal (below 99 degrees) for 24 hours.

Parents are reminded to call the Lower, Middle, or Upper School office in the morning to report any absences due to illness. If a student has a communicable disease, other parents will be contacted via a letter to inform them of the diagnosis but names are not given. In some cases, the School must also report the incident to the Montgomery County Health Department.
General Information

The parent or guardian is asked to contact the school Nurse for students who are absent for three or more consecutive days. A note from the physician or health care provider will be needed to return to school.

Injury
Please notify the Health Center about an injury occurring away from school that would affect your child’s ability to participate in physical education, sports, or any other school requirement. To return to full participation a note from your child’s physician is needed, especially for sports activities.

Medical Records
Sandy Spring Friends School follows the standards set forth by the Maryland Department of Health and Mental Hygiene regarding the required immunizations. These requirements are contained in the Code of Maryland Regulations (COMAR).

The Health Center oversees the administration of health care records, including a medical waiver form, and supervises on-campus care for boarding students (residential life program). To comply with state regulations and SSFS policy, a student may not attend Sandy Spring Friends School without an up-to-date immunization record.

The following medical records must be on file in the Health Center: Medical Emergency Form, Physical Form, Health History Form, Immunization Form, and Medical Order Form (if applicable). It is SSFS's policy that these forms must be completed annually before August 1, or the first school commitment (field trips, sports practices, etc.), if the school commitment precedes the August 1 deadline. Without these forms, your child will not be able to participate in school activities, and students will not be able to attend classes if the required forms have not been submitted. The Immunization Form and Health History Form must be submitted when initially admitted to the school, when a student changes school division (LS to MS, MS to US), or when a student has updated immunizations or a change in health status. Medication Order Forms are required to administer any medication not found on the bottom of the Medical Emergency Form during school hours or a school trip.

All forms are available online via SchoolDoc (www.schooldoc.com). Usernames and passwords are sent to families by email. The Medical Emergency and Health History Form information may be submitted online. Forms requiring a physician’s signature should be scanned and uploaded via SchoolDoc.

Medication
All medication to be dispensed during the school day must be brought to the School Nurse by a parent or guardian in the original prescription bottle and with the completed Medication Order Form. The student’s name, medication name, dosage and times of administration listed on the bottle MUST match the Medication Order Form that is signed by the doctor in order for the Nurse or medication technician to legally administer
it. The School Nurse is responsible for overseeing the administration of medication according to the physician’s order. Any over-the-counter medication (OTC) that is not listed on the Emergency Form must have a signed Medication Order Form for that medication to be administered at school. No student may self-administer medication including OTC medications such as Tylenol and Advil.

Only Emergency Medications such as an Epi-Pen or Inhalers may be self-carried and self-administered (Middle and Upper School only), but the appropriate area must be checked off on the Medication Order Form. Each time a medication is administered; the date, time and amount are recorded and initialed by the Nurse or a trained medication technician.

**Pediculosis (Head Lice)**

Due to the highly transmittable nature of head lice, students will be sent home for treatment if nits are discovered. The school Nurse may check the heads of individual students, the class, or other groups when requested by the teacher or Head of Upper, Middle, Lower School or Dorm. Parents are encouraged to consult their family physician for the treatment of lice for the health of all students. A student who has been sent home for head lice must be nit free before returning to School. On the day after treatment and nit removal, the student must be brought to the School Nurse accompanied by a parent and cleared by the Nurse before going to class.

**Communicable Diseases**

If your child’s healthcare provider diagnoses your child with a communicable disease please immediately call the Nurses in the Health Office. A note is required from the healthcare provider permitting your child to return to school. Some of the most common communicable diseases are as follows:

1. Conjunctivitis (pink eye)
2. Fifth disease
3. Hand, foot, and mouth disease
4. Impetigo
5. Meningitis, both viral and bacterial
6. Ringworm
7. Streptococcal disease
8. Mononucleosis

Once a communicable disease is diagnosed, a note containing the type of communicable disease, signs, symptoms and preventative care is sent home to child’s class. It’s important to note that confidentiality is respected and information identifying the student is not included in the note.
**General Information**

**Vision and Hearing Screening**
The Montgomery County Health Department requires the school to screen all students in kindergarten, 4th grade, and 8th grade, and any students new to Maryland Schools. The screenings are performed by the school nurse and any abnormal results are sent to the Montgomery County Health Department. Any concerns are reported in writing to parents. A copy of the results from the screening are kept in the student’s health file. There is no charge for this service.

**Harm to Self and/or Others**
Consistent with the Maryland Court of Appeals Decision of 1991, Sandy Spring Friends School policy states: If a student has expressed thoughts, intentions or actions in a manner determined to be endangering his/her own safety or the safety of others, the student will be asked to go to obtain an immediate assessment. A counselor will be called to meet the student in the Health Center and division administrator will be informed of the situation. A determination will be made as to whether the student will leave campus by ambulance or in the care of parent/guardian. SSFS staff will not transport a student to the hospital or crisis center, but may accompany the student if needed.

Prior to returning to the campus, the student must:
1. Be assessed by qualified health care professional(s) and determined to be safe on campus.
2. Give permission for school designee to consult with the health care professional(s) to develop a plan for return.
3. Meet with parent(s)/guardian and school designees to develop follow-up plan.

**Reporting of Suspected Child Abuse or Neglect**
Occasionally, there are factors in a student’s appearance and behavior that lead to suspicions of child abuse or neglect. Maryland law requires that all educators and other school employees, including volunteers, report suspected abuse or neglect to the proper authorities in order that the student may be protected from harm and the family may be helped.

Sandy Spring Friends School complies with the Maryland law in this regard and requires that all faculty and staff report suspected abuse and/or neglect to the Administration. In turn, the suspected abuse must be reported to the Department of Social Services, Protective Services Division or to the local police department. At all times, the intent is to protect the student from harm by providing services to support and strengthen the student’s own family.
Admission and Re-Enrollment

Enrollment Contract
Upon admission to Sandy Spring Friends School, the parents/guardians of the student are issued an Enrollment Agreement (contract) in March. This contract is an agreement by the parents/guardians and the student to the academic, behavioral and social expectations of the School. In addition, by signing the Enrollment Agreement, the family agrees to abide by and support the mission and policies of the School.

The Enrollment Agreement must be returned with the appropriate non-refundable tuition deposit by the designated date. This tuition deposit reserves the student’s space in the School. Enrollment contracts may be canceled until June 1st with a written notification to the Head of School. Questions regarding the enrollment agreement should also be directed to the Director of Enrollment Management.

Enrollment agreements for the next academic year are released in February and will be withheld if a family has not met their financial obligation to the School during the current academic year. If a contract is withheld, the student will not be considered for financial aid until the account is brought current. As there is a limited amount of financial aid available each year, any delay in applying will reduce the likelihood that the School will be able to meet the need. Once the financial obligation has been met, the School issues an Enrollment Agreement at that time. In addition, if a student is not meeting academic, behavioral or social expectations at his or her grade level, he or she may not receive an Enrollment Agreement for the following school year.

Tuition covers less than the full cost to educate each student. Therefore, the School will not offer a tuition discount or refund in the event a student does not participate in some portion of the SSFS program.

Initial Grade Placement
Grade placement of students is determined at the time of admission by the following:
1. The student’s current grade placement.
2. The student’s date of birth.
3. The student’s maturity level, cognitive level, and achievement level determined by testing, student records, observations, and consultation with parents.
Finances and Fees

Financial Responsibility for Parents/Guardians
Enrollment Agreement forms (enrollment contracts) for returning students are generally issued in February. A non-refundable tuition deposit is due when the enrollment contract is signed and returned to the School. This deposit holds a space for the student until June 1st. After June 1st, the contract is binding and the obligation for the full year’s tuition and fees remains as stipulated in the contract. Enrollment contracts may be canceled until June 1st by written notification to the Head of School.

The School’s standard tuition plan is two installments paid through FACTS Management Company via a direct debit approach. The first payment is approximately 60% of the balance after the tuition deposit is paid and is due June 20th. The remaining balance is due December 20th. Families may opt to pay tuition in ten interest-free installments, beginning in April, through the extended payment plan program that is managed by FACTS Management Company. The cost to participate in this program is a non-refundable $125 fee.

A student will not be permitted to attend classes unless his or her account is current. Diplomas, official transcripts, and grade reports are issued only when accounts are paid in full. Questions should be directed to the Business Office.

Financial Aid
Financial aid grants are provided from regular operating funds of the School and from any donations received by the School designated for financial aid. The Board of Trustees sets limits on the amount of financial aid available each academic year. The School gives preferential consideration in awarding financial aid to returning students when parents/guardians respond to the deadlines established for submission of requested information.

Awards are need-based and are determined by the School’s Financial Aid Committee. Awards are made on an annual basis and are included in the enrollment contract if the applicant’s file is complete.

Families applying for financial aid must complete a financial aid application and submit supporting financial documents. Parents/guardians of students receiving assistance are required to re-apply each year. Applications for re-enrolling student must be completed by December 15th for the upcoming school year.

In the case of separated or divorced parents/guardians, financial information must also be provided by the non-custodial parent/guardian. These cases are individually evaluated. Financial information of stepparents and other adult supporters of the student’s household will be required.
All application forms, tax information and other related papers are held in strictest confidence. Financial aid awards for returning students will not be considered if the current year’s account is in arrears. For questions, contact the Director of Financial Aid.

**Books and Supplies**

In the Lower School textbooks and supplies are provided by the School for classroom use. In the Middle and Upper Schools, each student must purchase required textbooks and other classroom supplies. The majority of needed items are available through the School’s specified textbook vendor, ClassBook.com, and some items are available from the Campus Bookstore. Students may purchase items in the SSFS bookstore with cash or place an item on account. Statements are issued monthly in My BackPack © for items purchased on account, and payment can be made through FACTS Tuition Management.

**Other Fees**

Parents who elect to utilize the School’s transportation are billed separately. A limited amount of financial aid is available for bus transportation for students who already receive financial aid for tuition. In order to receive financial aid for bus transportation, families must register by June 1st.

Parents/guardians may elect to purchase the Tuition Refund Plan. The Tuition Refund Plan provides a form of insurance for tuition commitments. The plan enables the financially responsible persons to recover some of their obligation in the event that a student withdraws for medical reasons, or withdraws voluntarily from the School, or is involuntarily separated (dismissed) from the School during the academic year as described in the policy. The charge for the Tuition Refund Plan is 2.0% of annual net tuition.

All students attending the School are encouraged to have accident and health insurance coverage. All boarding students are required to have health insurance coverage that is valid in the State of Maryland. International Students are provided a health insurance policy as part of enrollment in the International Student Program at SSFS. If the student is not covered by insurance, the School will provide information about insurance carriers who specialize in Student Accident and Health Insurance.

All Upper School students participate in a one-week Intersession held in the spring of each year. Ninth graders participate in an Intersession specifically designed for the class. All other Upper School students request an Intersession experience from a list of offerings developed each year by the Upper School faculty. The cost of these courses range from $100 to more than $2500 depending on the nature of the course and the expenses associated with each course. A limited amount of financial aid is available for Intersession for students who already receive financial aid for tuition.
General Information

The LS Aftercare program is managed by Kids After Hours, a local company specializing in LS afterschool programs, at SSFS. Registration and billing for the LS Aftercare program is handled through the Kids After Hours website at kidsafterhours.com. The MS homework supervision program is managed by the SSFS MS. Fees for the MS homework supervision program are added to your FACTS account by season if you registered or monthly for drop in charges.

Lunches, which are served to all students in grades PK – 12, are considered part of the school program and are included in the tuition fee.

A late fee of 1.5% on the unpaid balance (a minimum of $20) is applied monthly to all late payments. The fee for a check returned because of non-sufficient funds is $25.

Advancement at SSFS

SSFS was founded in 1961 with gifts of land and funds, offered by generous donors who believed deeply in the School's commitment to educating students to “Let Their Lives Speak.” For more than 50 years, philanthropy has played an important role in helping to shape each student’s curricular and co-curricular experiences at SSFS—and the School's 2012 Strategic Plan identified the continued growth of a culture of philanthropy as a priority of the School. The goal of the Advancement Office is to strengthen and support the School’s culture of philanthropy through fundraising initiatives (the Annual Fund, events, and programmatic and capital fundraising endeavors) as well as through efforts to cultivate relationships between the School and parents, alumni, and friends of SSFS.

What does it mean to have a strong culture of philanthropy? It means that we all give—parents, grandparents, teachers, students, friends, and trustees. It means sharing our time, our talents, and our treasure. It means recognizing that while we may be in different places in our lives, we all have an opportunity and the responsibility to support the School that supports us and our families. And, most of all, it means that we all experience the act of giving together. A phone call to a new family, an hour dedicated to sharing your work with interested students, a contribution of any size to the Annual Fund—each one of these things represents a gift, and each one is essential.

Tuition alone does not cover the total cost of educating each student. Independent schools therefore rely on fundraising, and the Annual Fund in particular, to raise the unrestricted monies needed to cover the gap between tuition income and operating expenses. The Annual Fund supports everything at SSFS: faculty salaries, academic innovation and expansion, maintenance of a beautiful campus, and—most of all—the School’s critical financial aid program. Contributions to the Annual Fund at any level are a measure of support for each of these programs and for every one of SSFS’s students and teachers.
Philanthropy at Sandy Spring Friends School depends upon a strong partnership between the School and the parent community as well as the active participation of the entire extended SSFS family, including faculty, trustees, alumni, and others with a connection to the School. The Parent’s Association is an important partner in the philanthropic and fundraising program at SSFS and sponsors several events during the year, as well as three major annual undertakings: Winterfest, Celebration of Science, and the Auction. Proceeds from PA events play a critical role in supporting a number of school-wide programs, including SSFS’s robust financial aid program. Winterfest is held in early December and is a wonderful way to kick off the holiday season; Celebration of Science takes place in March. The annual Auction takes place in the spring, although planning for the event takes place throughout the year. In addition to providing vital support for the School, PA events also offer parents many different ways to become involved with SSFS as volunteers!

Anyone who would like to volunteer in some capacity or who has questions about philanthropy at SSFS should contact the Director of Advancement at 301-774-7455, ext. 107. Many thanks for all that you do to support Sandy Spring Friends School!

**FUNDRAISING FOR OTHER GROUPS AND ORGANIZATIONS**
(Adopted by the Board of Trustees, 2003)

Sandy Spring Friends School, a not-for-profit organization, solicits and receives charitable gifts that support a wide range of educational programs, activities, and projects. This financial support enables the School to maintain and improve the educational experience that we provide to our students.

As a community that values the principles of philanthropy and responsible financial stewardship, Sandy Spring Friends School encourages participation in activities aimed at providing community service for worthwhile charities. However, being a not-for-profit organization itself, Sandy Spring Friends School must ensure that the School’s own fundraising programs and objectives are not compromised through these activities. Therefore, as a means to ensure a comprehensive policy for on-campus fundraising, the following guidelines have been developed:

**Programmatic-Based Fundraising**
The appropriate division head will approve all requests for programmatic-based fundraising. Drives expected to raise over $500 are strongly discouraged. Programmatic drives expected to raise over $500 must be approved by the Administrative Council one month prior to the event.

**Student-Led Fundraising**
The appropriate division head must approve all requests for student-led fundraising to support SSFS organizations and activities. A current member of the SSFS faculty or staff will monitor each fundraiser. Drives
expected to raise over $500 are strongly discouraged. In addition to support from the appropriate division head, programmatic drives expected to raise over $500 must be approved by the Administrative Council one month prior to the event.

Direct Solicitation for Another Organization
Direct solicitation to members of the Sandy Spring Friends School community for support of another organization, where donors are asked to write checks directly to that organization, is strongly discouraged. The Administrative Council must approve a proposal one month prior to solicitation should anyone desire to sponsor this type of fundraiser.

Item and Food Collections
Item and food collections for other not-for-profits, such as food and clothing drives, are permitted and encouraged as part of Community Service. These drives must have the approval of the appropriate division head, or the Parent Association.

Issues or questions regarding the above guidelines should be directed to the Director of Advancement.

The Board of Trustees

The Board establishes the general policies of the School and has control and oversight over the affairs and properties of the corporation. The Board appoints a Head who serves at the will of the Board. The Board evaluates and sets the salary of the Head. The Board of Trustees has all the powers granted it by law, the Articles of Incorporation, and the bylaws. Meetings are held regularly during the school year. Trustees for 2016-2017 are: Barbara Andrews, Katherine Barry, Louis Bland, Lauren Brownlee, Tom Clouse, Toni Evans, Hamid Faruqee, Beth Garrettson, Chris Gearon, Louis Harrington, Rick Honn, Kip Imlay '71, Jodi Leeser (Clerk), Laifong Leung, Anna Marsh, Hunter McKay, Deepika Mehta, Robert Mikkelson, Ken Pollack, Deborah Rose, Phil Schwarz ’63, Sonny Sharma, Cynthia Terrell, and Howard Zuses.

Parents Association

Mission
All parents and guardians of SSFS students are members of the Parents Association (PA) and are encouraged to participate in the many activities and events sponsored by the PA. The goals of the PA are: to foster a sense of community among parents, and between parents and the School; to provide a forum for the exchange of information among parents; to facilitate communication between the parents and the School; to represent the views of parents to the School; to organize programs and activities for students and parents; to provide
monetary support for school-related activities; and to act as a resource to the School.

Activities and Volunteer Opportunities
The Parents Association sponsors a variety of parent/family gatherings, activities and fundraisers, providing numerous opportunities for parents to get involved in the community. Committees are formed to coordinate and run these events. Some of the PA's many activities include Friends Day, Winterfest, Celebration of Science, Spaghetti Dinner, Ice Skating Party, Staff Appreciation Lunch, Parent Art Show, the PA Annual Auction and various other fundraisers.

Why volunteer?
Your participation in the PA is vital to SSFS. Community is the heart of our school, uniting students, parents, faculty and staff, and laying the foundation for student achievement. Your involvement is the critical link in this process: just as our children engage in many community building activities and traditions throughout the year, so too, does the Parents Association. The PA is a great way to make true connections with other parents, friends, and teachers; plus, it's fun and rewarding. Within the variety of PA activities, there is a volunteer opportunity for everyone!

Meetings and Officers
Operations of the PA and its committees are conducted in conformity with the customs and practices of the Religious Society of Friends. In meetings, we seek to achieve “a sense of the meeting” by considering the views of all meeting participants in an open, respectful dialogue. The unity of the group is sought whenever decisions are required.

The PA is coordinated by a committee of officers, consisting of a Clerk, one or two Co-Assistant Clerks, two Secretaries, and a Treasurer. The Clerk presides at Meetings for Business, which are held four times during the school year. Each of the three divisions (Lower, Middle, and Upper Schools) is represented by at least two Division Representatives, who meet periodically with Division Heads to coordinate parent involvement and foster communication. Each grade is represented by Grade Representatives, who serve as liaisons between parents and teachers, plan social events for the grade and parent-only potlucks, and solicit volunteers for PA activities. The PA officers and the Division Representatives comprise the Executive Committee, which meets periodically to review pertinent issues. Other committees meet on a regular basis per their individual needs.

Communication
The PA communicates with the entire SSFS community in a variety of ways. Announcements, event descriptions, PA by-laws, volunteer opportunities, and Parents Association Officers and Division Representatives for the current year are available on the PA link of the school web site, www.ssfs.org/parents. The
school publishes a weekly e-newsletter with news and information from each division, along with a PA section, in which the PA provides weekly updates and announcements. Email is used to communicate between the PA and its members, as well. For those visiting campus, an announcement board lists monthly events.

## Grades, Comments, and Conferences Schedule
Below is a summary of the schedule for grades, comments, conferences, and other formal touch points between your child’s teachers and SSFS parents and guardians. Parents and guardians may also schedule individual meetings with faculty and administration throughout the year as needed. See the online School calendar at www.ssfs.org for more information. Please note that Upper School Progress Reports and Middle School Notices of Concern and Applauses are ongoing throughout the year.

<table>
<thead>
<tr>
<th></th>
<th>Lower School Grades PK – 5</th>
<th>Middle School Grades 6 – 8</th>
<th>Upper School Grades 9 - 12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>July/August/September</strong></td>
<td>Class Lists Distributed; Parent Conferences</td>
<td>Class Schedule &amp; Advisory Lists Distributed; Parent Conferences</td>
<td>Class Schedule &amp; Advisory Lists Distributed; Parent Conferences</td>
</tr>
<tr>
<td><strong>October</strong></td>
<td></td>
<td>NOC (Notice of Concern) &amp; Applauses</td>
<td>Quarter 1 Interims; Progress Reports*</td>
</tr>
<tr>
<td><strong>November</strong></td>
<td>Parent Conferences</td>
<td>Quarter 1 Grades, Comments, and Effort Marks Parent/Teacher Conferences</td>
<td>Quarter 1 Grades &amp; Comments Parent/Teacher Conferences</td>
</tr>
<tr>
<td><strong>December</strong></td>
<td>Parent-Child Workshare</td>
<td>NOC (Notice of Concern) &amp; Applauses</td>
<td>Quarter 2 Interims</td>
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<tr>
<td><strong>January</strong></td>
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<tr>
<td><strong>February</strong></td>
<td>Semester 1 Reports &amp; Comments</td>
<td>Semester 1 Grades and Effort Marks Parent/Teacher Conferences</td>
<td>Semester 1 Grades; Parent/Teacher Conferences</td>
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<tr>
<td><strong>March</strong></td>
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<td>Quarter 3 Interims</td>
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<tr>
<td><strong>April</strong></td>
<td>Parent Conferences; Parent-Child Workshare</td>
<td>Quarter 3 Grades, Comments and Effort Marks</td>
<td>Quarter 3 Grades &amp; Comments</td>
</tr>
<tr>
<td><strong>May</strong></td>
<td></td>
<td>NOC (Notice of Concern) &amp; Applauses</td>
<td>Quarter 4 Interims</td>
</tr>
<tr>
<td><strong>June</strong></td>
<td>Semester 2 Reports &amp; Comments</td>
<td>Quarter 4 and Final Grades</td>
<td>Semester 2 and Final Grades</td>
</tr>
</tbody>
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Please read the General Information section first.

**Daily Schedule**

<table>
<thead>
<tr>
<th>Event</th>
<th>Time</th>
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<tbody>
<tr>
<td>Before Care begins</td>
<td>7:30 a.m.</td>
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<tr>
<td>Drop-off begins</td>
<td>7:50 a.m.</td>
</tr>
<tr>
<td>Students to classes</td>
<td>8:00 a.m.</td>
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<tr>
<td>Classes begin</td>
<td>8:10 a.m.</td>
</tr>
<tr>
<td>Classes end/Aftercare begins</td>
<td>3:15 p.m. (Wednesdays at 2:15 p.m.)</td>
</tr>
<tr>
<td>Aftercare closes</td>
<td>6:30 p.m.</td>
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</tbody>
</table>

Meetings for Worship are held on Tuesdays at 2:20 p.m. in the Meetinghouse.

**Philosophy**

The Lower School is dedicated to educating the whole child. We focus on each child’s growth academically, physically, socially, and spiritually. We believe there are unique gifts within each child, and we stress acceptance and celebration of differences as well as concern for and cooperation with others. We seek to provide a balance between independent thinking and receptivity to the ideas of others.

By emphasizing individual strengths and talents, we nurture a sense of self-worth among our students and a confidence to take risks. We seek to balance mastery of basic skills and concepts with open-ended problem solving, expansive thinking, and creative writing.

Our child-centered environment is characterized by a quiet hum of challenging activity. Our cooperative approach to learning promotes a sense of community, strengthens communication and social skills, and encourages respect for the contributions of others.

We strive to promote awareness and a concern among our students, so that they become actively involved in making their community and the world a better place. Our hope for our students is that they discover the joy of lifelong learning.
Community and Spiritual Life

The Community and Spiritual Life curriculum focuses on community participation and spiritual growth as essential parts of the development of the whole person. Elements of the curriculum are woven into all daily learning experiences. Based on the fundamental Quaker belief that there is “that of God” in each person, every area of learning emphasizes a respect for others and encourages an appreciation of cultural and religious diversity, as well as an appreciation of different views and perspectives. The faculty integrates Quaker values throughout the curriculum and models Quaker practice in their interactions with students and parents. We want our students to develop a deep acceptance of themselves and others and to discover the fulfillment that spiritual awareness can bring to their lives.

Meeting for Worship
Meeting for Worship nurtures the life of the spirit, guiding students to seek inwardly for truth and helping them to understand Quaker beliefs and practices. During a weekly Meeting for Worship, students are encouraged to value silence as a time of quiet reflection and as a time to examine their own values. In addition, classroom discussions and activities on spiritual themes derived from Quaker values of service, simplicity, equality, integrity, stewardship of the environment, and the peaceful resolution of conflict engage our students in a continual search for truth.

Spiritual Themes
Spiritual themes are derived from basic Quaker principles and historic Quaker testimonies concerning simplicity, peace, integrity, community, equality, and stewardship. These are referred to as the Quaker SPICES. The themes represent fundamental Quaker values, as well as elements of character development. Themes are explored with the students through a variety of approaches, such as literature, artwork, journals, and class discussions. At each grade level, students are encouraged to reflect on the testimonies introduced in the classrooms while attending Meeting for Worship.

Buddy Classes
Within the Lower School, Kindergarten through 5th grade classes are paired so that each student may develop a personal relationship with an older or younger child. These pairings, kindergarten with third grade, first grade with fourth grade, and second grade with fifth grade, get together as weekly Reading Buddies, during Meeting for Worship, and for stewardship activities. Other grade levels may interact during the year as their themes of study overlap. Such opportunities not only enrich their learning, but also build a stronger sense of community.

Pre-kindergarten, kindergarten, and first grade students are each paired with a Senior Buddy. The seniors meet monthly with their buddies. These gatherings include occasional shared lunches and recess times, attending
all-school assemblies, worship and special events. Senior Buddies help the youngest children feel comfortable in these large gatherings and provide a positive connection between the oldest and youngest members of our student body. Both age groups look forward to meeting throughout the year.

**Responsive Classroom: Morning Meeting**

The Lower School uses the Responsive Classroom approach, which focuses on the development of the social skills needed for each child to be successful both socially and academically. The approach teaches and reinforces skills in the areas of cooperation, assertion, responsibility, empathy and self-control by focusing on building respectful and responsible classroom and school communities. As part of Responsive Classroom, every class participates in a daily Morning Meeting, which brings the class community together for songs, activities and sharing.

Morning Meeting is a classroom gathering that serves as a transition from home to school and helps children to feel welcome and acknowledged. It provides a meaningful context for teaching and practicing social and academic skills. The five components of our Morning Meeting are: observing a moment of silence, greeting one another, reading a Morning Message, doing a group activity, and sharing. These components encourage cooperation, foster inclusion, and improve communication. Children thereby practice the skills necessary to become responsive members of both the classroom and school community. Morning Meeting provides important community-building time, during which the students practice their active listening skills and their understanding that every member of the group has a voice that needs to be heard.

**Closing Circle**

Another classroom gathering at the end of the school day prepares students for the transition from school to after school settings and activities. The students record their assignments, clarify homework questions, and review the day by sharing highs and lows. As the children leave the classroom, each is wished farewell with a handshake, hug or personal comment from the teacher.

**Peace Education**

Through peace education, we help students build positive relationships by voicing thoughts clearly and respectfully, listening to others openly and attentively, and resolving conflicts peacefully. We encourage our students to cooperate and to show respect and kindness for others, while still honoring their own needs. At each grade level, students participate in activities to strengthen communication skills, nurture a sense of community, and develop the ability to constructively resolve conflicts.
Life Skills
Lower School Life Skills classes use the Connected and Respected: Lessons from the Resolving Conflict Creatively Program developed by Educators for Social Responsibility. The curriculum includes developmentally appropriate skill building lessons and activities that focus on social and emotional literacy, which is important for students’ academic success, positive relationship building and successful collaboration. The Connected and Respected curriculum was developed to nourish a respectful and caring classroom community by way of 5 key themes of Making Connections, Emotional Literacy, Caring and Effective Communication, Cultural Competence and Social Responsibility, and Conflict Management and Decision Making. Students work to develop essential Social and Emotional Learning (SEL) competencies of Self-Awareness, Social Awareness, Self-Management, Responsible Decision Making and Relationship Skills. Life Skills classes are scheduled bi-weekly.

Community Service
Community service encourages students to shift their focus away from their immediate surroundings and social situations and to develop a broader understanding of their world and community. School-wide and grade level community service projects expose students to a variety of social issues. Our service projects enable students to recognize that they have the skills to be more socially responsible, to embrace the concept of giving of oneself, and to recognize the intrinsic rewards of such labors of love.

Outreach projects vary by grade level. Student projects have included creating cards, books, or blankets for pediatric patients in area hospitals, as well as residents of Friends House, a Quaker retirement community adjacent to the School. Proceeds from student-inspired and directed in-school fund raising efforts such as jumpathons, walkathons, and bake sales are donated to local and international relief agencies. Lower School classes participate in the Smart Sacks program, a local initiative that provides children who receive subsidized school meals with backpacks full of kid-friendly food every Friday so they have food on the weekends when there are no school meals to sustain them.

In keeping with our Lower School philosophy, we are actively involved throughout the year in service learning. For example, clothing to be recycled and donated is collected year round as people are in need day in and day out. Throughout the year, service projects are proposed by Lower School students and faculty. The value of both action-based service, as well as philanthropy, is discussed in respect to all community service endeavors. By helping different groups of people in different situations of need, we hope our students will feel the fulfillment that comes from serving others and learn that there are many ways to be of assistance.

SPARK (Student Leadership Program)
SPARK is the Lower School student governance group. Representatives from the fourth and fifth grades are nominated by their peers using Quaker decision-making process. SPARK members serve as student leaders and
“ambassadors” for the Lower School, representing the LS student body in all-school assemblies, and all-school student leadership meetings. SPARK also assists with Admissions tours, Grandfriends Day, and other special events.

SPARK expands on the Quaker themes by developing child-friendly queries and contributing to the greater enhancement of Meeting for Worship (MFW) in connection with Quaker SPICES (Simplicity, Peace, Integrity, Community, Equality, Stewardship). Representatives offer definitions of the monthly Quaker themes for Lower School classes to discuss. SPARK provides queries for the LS students to consider during in-class meetings, for further reflection during MFW. By providing queries based on the monthly themes, SPARK helps to reinforce the learning and understanding of Quaker values among Lower School students.

SPARK meets approximately twice a month with a faculty sponsor. SPARK students listen to schoolmates and bring suggestions and concerns forward. As student leaders in Lower School, SPARK proposes ways to celebrate community and promote school spirit. Students who are nominated to SPARK serve in the group for one academic year.

**Student Climate Committee**

The Lower School Student Climate Committee is comprised of a representative group of third, fourth and fifth grade students charged with exploring ways to demonstrate responsibility and respect in alignment with our Quaker values. Committee members are nominated by Lower School faculty and decided on through consensus. Two representatives are selected for each class in grades 3, 4 and 5. Students known as models of responsibility and respect, as well as students who would benefit from further skill building in those areas, are nominated to the Student Climate Committee. The goal of creating such a mixed group is to raise the overall level of awareness of the need to take ownership of behaviors that contribute to or detract from a safe school climate.

Membership in the Climate Committee involves the students in work that sustains our Quaker values and puts older LS students in the position of guiding younger students in the creation of a school environment in which each child feels respected, safe and encouraged. Currently, our teaching of Life Skills, Quaker themes, and conflict resolution provides a foundation of support for a healthy climate in Lower School. The Lower School Student Climate Committee generates ideas and strategies to foster and support a climate of respect, kindness and responsibility throughout the Lower School community. Strategies are shared with the Lower School student body during assemblies and special gatherings.
Annual Traditions

The annual traditions listed below with an asterisk (*) are ones we hope all families will make every effort to attend. These special occasions are certain to be highlights in your child's year.

August: Lower School Family Orientation; Classroom Visits
Lower School parents, guardians and students are invited to attend the Lower School Family Orientation on the day prior to the opening day of school. Important information about the school year is shared; and families have the opportunity to meet co-curricular teachers, Lower School administrators and members of the Lower School Student Resource Team (SRT). The orientation is followed by classroom visits during which families can meet teachers and see learning spaces in the Lower School.

September: School Pictures
Each September, a professional photographer takes pictures of all Lower School students outdoors on the grounds of the campus, weather permitting. Parents are offered a reasonably-priced package, which includes the class picture and individual photographs. The packages arrive well before the holiday season to give parents the option to purchase additional copies or sizes.

September: Back-to-School Night *
Back-to-School Night in September, one evening for PK3 to 5th, offers the classroom teachers an opportunity to share with parents an overview of the program for the year. The evening includes an opening presentation by the Lower School Head, followed by classroom visits during which teachers give explanations of the curriculum, materials used, general program goals for the year, daily and weekly schedules, and review of school policies and procedures as they apply to each classroom. These evening programs are intended for adults only.

Class Plays *
During the school year, each class presents a special Friday morning assembly program to the Lower School community. Parents are given advance notice in both the class newsletter or blog, and the all-school Bulletin. These presentations are specially designed by the students and their teachers to extend an area of learning or specific interest of that class. Assembly formats vary and more than one class may be involved. Parents often assist with the production preparations and are invited to attend the cast party following the program.
October: Halloween
The Lower School enthusiastically celebrates Halloween. Parents are encouraged to help their child to join in our Halloween celebrations in a way that makes the festivities appropriately comfortable for the youngest of our Lower School students. Students should come to school in regular clothing for a normal morning of classes. In the afternoon, the Lower School has a costume parade. Parents are invited to participate in costume, to watch, or to photograph.

In keeping with our Quaker values, we encourage students to use their imaginations, inventive-ness and simple resources at home to create homemade costumes from old clothing, bags, and boxes. Some of our students wear costumes that celebrate our love of stories, using characters from books as inspiration. Some students wear store-bought costumes; and some students choose to not dress in costume at all.

We ask that all students respect the possible reactions from our youngest community members by not wearing masks and fangs. **We encourage face paint; however, face paint and make-up depicting scary themes, blood and injury are inappropriate.** Costumes that depict violence, violent acts, violent themes and aggression-focused characters are not appropriate. Costume accessories that depict weaponry (reality or fantasy-based) —as well as objects that can be perceived as weapons-- are not permitted.

November: Grandfriends Day *
Lower School Grandfriends Day alternates years with the Middle School. Our next formal Grandfriends Day in Lower School will be held in November of the 2016-2017 school year. On that day, Grandfriends are invited to spend an afternoon with students, attending classes and participating in Meeting for Worship. If students do not have a grandparent who can attend, they are encouraged to invite a Grandfriend. Grandfriends should be a minimum of 21 years old, a special friend, ideally from the grandparents’ generation.

December: Winter Program *
On the Thursday morning before winter break, all of the Lower School classes perform a musical celebration drawn from a variety of cultures and religions. Students are asked to wear plain white tops and dark skirts or pants. This program takes place in the Performing Arts Center (PAC). Parents, families and friends are encouraged to attend.

February: Wee Mail
The week prior to Valentine's Day, the kindergarten students culminate their study of the postal system by running their own Wee Mail Post Office in the lobby of the Lower School. Each day from 7:50-8:10 a.m. kindergarten students, helped by 5th grade buddies, sell stamps of their own creation. Stamps are applied to the letters written by children, teachers, or parents and mailed for campus-wide delivery.
February: Valentine's Day

Ever mindful of the Quaker value of Simplicity, Lower School students are encouraged to create their own valentines for each other rather than exchange store-bought valentines. Students may write accolades or affirmations for their classmates as ways to express their sentiments for the occasion. Valentines sent through Wee Mail cannot contain candy, toys or other items. Valentine's Day is celebrated with a variety of activities in the Lower School.

March: Celebration of Science

The Lower School participation in the Celebration of Science is primarily in the form of class projects that are developed from and complement the ongoing science work in the classrooms. Families and individual students may choose to develop additional projects. All students visit the Celebration of Science displays and have opportunities as both learners and teachers.

March: Talent Show

In the spring, PK4–5 students may choose to perform in the Lower School Talent Show. Students arrange, rehearse and coordinate their act at home with their parents. Students may perform individually or grouped with other students. There will be rehearsals with all of participants to assist the students with staging and transitioning from one act to another. Parents of Talent Show participants will be informed if the need for additional rehearsal arises. Talents have included (but are not limited to) magic, gymnastics, martial arts, dance, instrumental music, skits, puppetry, stand-up comedy, and poetry recitations. The Lower School Talent Show takes place in Clifton and families are invited to attend.

May: Field Day

Field Day is a half-day fun-filled event with cooperative games, obstacle courses, and problem-solving challenges. Field Day is organized by the Athletic Department. Middle School student volunteers run the stations and assist Lower School classes with the Field Day events.

Fourth and Fifth Grade Camping Trips

All fourth graders and fifth graders participate in overnight adventures at the wooded campsite on our campus. Students sleep in school tents and eat meals cooked at the campsite. On the fourth grade outing, students hike and explore our School’s natural habitat and are joined by parent volunteers who help to guide them through a schedule of varied outdoor education events. The fourth and fifth grade outings include aerial forest challenges in our Adventure Park, and work on the SSFS Community Farm. The fifth grade camping trip is designed as a community-building retreat and signature trip for the oldest Lower School students. While many events include families, the fifth grade camping trip is for students and faculty only.
**June: Moving On Day**

The school year ends with the Moving On Day program. Families are invited and encouraged to attend this culminating assembly in which all of the Lower School students participate in a musical performance. Students are asked to wear dark shorts, pants or skirts to school. The School provides special Sandy Spring Friends School tee shirts for this occasion. Students participate in the Lower School tradition of t-shirt signing and an all-school Strawberry Cowbake lunch before departing for summer.

**Birthdays and Parties**

Birthdays may be observed in school, if the child and parents wish. The celebrant may bring a special treat for his or her class to enjoy. **In keeping with our Quaker values of Simplicity and Equality, birthday celebrations at school should include only small treats, without the distribution of goody bags, balloons, or additional “party items.”** We ask parents to discuss plans with the classroom teacher a few days in advance of the observance. Parents are also asked to remain mindful of students with food allergies to assure that all students can partake of birthday treats safely.

When planning birthday celebrations and/or other parties outside of school, parents are asked to be particularly sensitive to the feelings of young children and the Quaker values of Simplicity and Inclusion. We recommend that you consider the number of students in the class, grade or gender as you make plans and develop the guest list for your child's party. If you are inviting more than 50% of one of these groups, we urge you to invite all students in that group in support of our community values. Birthday celebrations that involve transporting only some students to a party location during afternoon dismissal should be avoided. Parents are strongly encouraged to make party and transportation arrangements with discretion that considers the possible hurt feelings and confusion of those students who are excluded and left behind.

Invitations for all parties should be sent through the USPS mail, or electronically, not delivered at school. We also ask that if your child missed his/her friend's birthday but wants to give that friend a gift, the exchange be done outside of school.

**Home-School Partnership**

**Respect and Trust**

Sandy Spring Friends School strives for an active, ongoing relationship between home and school: a relationship that enables us to focus on the best interests of each student. The School seeks a partnership with each student's family based on mutual respect, trust, and open communication. If differences or conflicts surface, the School expects that parents and school personnel will seek resolution in a calm, respectful, and professional manner.
The School expects parents to support its Quaker values, its philosophy and procedures by respecting all members of the School community, honoring School rules, and making education a priority in family life. The School’s goal is to create a community in which parents and faculty/administration can trust one another’s perspective on each student and work toward an understanding of how students can be encouraged to do their best. At the same time, parents can expect the faculty/administration to be respectful of and responsive to their concerns.

**Expectations for SSFS Parents**

Sandy Spring Friends School is grounded in the belief that there is “that of God” in every person, making each member of our community a vital part of the whole. A healthy, constructive parent-school relationship is characterized by:

- Understanding and supporting the SSFS mission, values, and policies.
- Nurturing respectful, cooperative relationships as the foundation of a diverse, healthy community.
- Communicating in a manner grounded in respect and the belief that teachers, administrators, and others at the School seek to help every child flourish.
- Communicating with your child’s teachers and advisor about all aspects of his/her learning process and social/emotional development.
- Keeping informed by reading all communications from the School, including mail, email, all-school newsletters, class blogs and/or newsletters.
- Assisting your child at home with time management, organization, and independent completion of assignments.
- Becoming an active member of the Parents Association and supporting SSFS by volunteering in ways compatible with other obligations.
- Understanding the non-profit, philanthropic nature of SSFS and supporting school fundraising efforts to the extent possible within the means of your family.
- “Letting your life speak” by representing SSFS in the larger community in a positive and supportive manner.

**Communication**

The partnership maintains its vitality through active communication between home and school. When concerns arise, parents are urged to discuss them with the appropriate person at school. All school personnel are available by email and responsive to voicemail. Most often the place to begin is with the classroom teacher. Parents should contact the classroom teacher to convey any concerns or to schedule a conference. Parents wishing to discuss a student’s experience at school or at home may also contact the Head of Lower School, the Counselor, or the School Nurse. The Head of Lower School should also be contacted regarding Lower School policies and procedures. The Business Office offers assistance with all financial matters. Parents wishing to discuss School-wide issues should make an appointment to speak with the Head of School.
Each quarter, the Head of the Lower School invites parents, if available, to join her for **Coffee and Conversation** from 8:30-9:30 a.m. These informal gatherings are an opportunity for the Head of the Lower School to share information with parents. It is also an opportunity for parents to ask questions, offer suggestions and generally learn more about the School.

Each Thursday, the School will send out an all-school newsletter via email that includes all-school information, as well as class blogs and/or newsletters from each division. The Lower School section of this newsletter is the primary source of information for Lower School families, keeping them informed of meetings, assemblies, field trips, performances, schedule changes, special events, etc. Parents are welcome to leave items for inclusion at the office. We like to share community joys and sorrows, but will only do so when a family requests it. The deadline for submission is Wednesday at 10:00 a.m.

Current class blogs are made available to families through Finalsite, the SSFS LMS. The Head of Lower School posts a monthly letter to Lower School families in the Lower School section of the all-school newsletter. Periodically, the Head of Lower School will send notices of important information directly to families electronically.

**Parent Participation**

The Lower School values the variety of contributions that parents can make to support our program. Parents are invited to assist with special projects in the classroom and to accompany classes on field trips. They are also encouraged to share their expertise, talents, and experiences with classes. Requests from the co-curricular teachers offer parents an opportunity to assist with assembly productions and other activities. Detailed information on classroom parent participation is provided at Back-to-School Night in the early fall. Additional requests for help are often made through the Lower School section of the all-school e-newsletter.

When volunteering, parents are asked to be fully available for our students. **We therefore ask that you not bring siblings or other adults with you.** While supervising a group of children, we ask that cell phones be used only in emergencies.

**Program Information**

**Curriculum**

The Lower School faculty periodically reviews and updates its curriculum. Grade level curriculum guides are made available to parents online, prior to Back-to-School Night in September.
**Technology**

Technology is a critical learning tool for our students who come to us with varying degrees of skill, exposure, and comfort with technology. We teach and reinforce technology skills in a developmental progression, gradually expanding a student's ability to apply and integrate technology competently in a number of situations and most particularly in the context of class-related projects. Lower School students utilize iPads and Google Chromebooks to facilitate technology integration across the curriculum, utilizing technology skills as tools to further develop and demonstrate their understanding of concepts across subjects. Beyond the basic skills, we teach our students to filter and critically engage with what they read, hear and see. A SSFS Technology Coach manages and the development and implementation of the digital citizenship curriculum.

**Homework**

The purpose of working at home is to reinforce and extend classroom learning, as well as to excite students about what they can learn on their own and share with others. Teachers provide homework guidelines to students and parents in the fall. Parents are asked to provide the best possible conditions for homework -- a regular time, place and a setting free of distractions. Regular homework assignments begin in second grade. Expectations for work completion are based on a model of 10 minutes per grade level number (i.e. grade 2: minimum 20 minutes; grade 3: minimum 30 minutes, etc.). These times may vary, as some children will spend noticeably more or less time than the expected amount. Should concerns or questions that impede the completion of homework assignments arise, parents are asked to stop their child’s homework session and write a note to the teacher. Parents are encouraged to contact the teacher directly about homework assignments.

**Nightly Reading**

All students are asked to read for 20 minutes daily at home. Young children enjoy having a story read to them. Daily reading fosters fluency and comprehension, expands horizons and perspectives, and nurtures a lifelong pleasure in reading. Audiobooks and e-books are excellent literature resources.

**Assemblies**

Lower School assemblies generally fall into one of three categories:

- Class plays by the students and their teachers designed to offer a variety of original dramatic and musical presentations, highlighting a theme or interest of those classes.
- Special events, holiday and class/grade organized assemblies or programs
- Assemblies and performances by guest artists, speakers, or group presenters who are invited to the School to share their special interests or talents.

Announcements of upcoming assembly programs appear in the Lower School section of the all-school e-newsletter. Because of space limitations, parents are notified in advance of the specific programs to which they are cordially invited.
Field Trips
Field trips to augment the curriculum take place throughout the year. Students are transported by SSFS school buses. Some field trips will need chaperones. Chaperones must be parents or legal guardians (not nannies, grandparents, etc.). In the interest of safety and security, teachers count on parent chaperones to be on duty at all times and not distracted by interruptions from work or home (except for emergencies, of course). For that reason, siblings may not participate.

Lunch and Snacks
Nutrition is an integral part of our curriculum beginning at pre-kindergarten. All students are given time each day to have a mid-morning and/or mid-afternoon snack. Snacks are provided by the School for students in PK3, PK4 and kindergarten. Students in grades 1-5 bring a nutritious snack from home. The School requests that parents of students in grades 1-5 work with their children to pack simple, healthy snacks such as fruit, vegetables, crackers or cheese. All Lower School students are encouraged to bring a labelled reusable water bottle to school.

Students in PK through grade 5 eat lunch in the campus Dining Hall in Westview. Each day they are offered both a hot and cold selection with a vegetarian option. There is also a salad bar complete with fruits and vegetables. Drink options include 2% milk, infused water or ice water. Fifth grade students enjoy the additional privilege of an all-natural juice/drink with lunch. A menu is created monthly, posted in the classrooms, and is available online. Students move independently through the lunch line to make their choices. Pre-primary students are served milk or water at their tables.

If a child has a food allergy, parents should speak with the School Nurse and the Director of Food Service about available food options in respect to the Lower School lunch menu. If there is a special occasion when a parent or grandparent wants to have lunch with a student, parents should contact the teacher or call the Lower School office to make arrangements. Guests should plan to eat at the student’s table with their classmates.

Conferences, Reports, and Work Share
Parent-teacher conferences and written progress reports are the formal reporting procedures used for students in the Lower School. Conferences are held with all parents in September, November, and April. Conferences are also held at any time parents, teachers, the Lower School Student Resource Team (SRT), or the Head of Lower School feel that they would be beneficial. Parents who have concerns should contact the classroom or co-curricular teacher to schedule a conference. It is our belief that students are best served if both parents meet with the teachers at the same time. Student progress reports are sent to parents via MyBackpack at the end of the first and second semesters (early February and mid-June). The reports include skills checklists for academic and co-curricular subjects, as well as narrative comments for PK4 through grade 5. PK3 reports include developmental checklists, as well as narrative comments.
A Child/Parent Work Share is held after school in the winter and again in the spring. Children have an opportunity to review both their work in progress and their completed work with their parents. Parents are encouraged to visit the Lower School on a drop-in basis during Work Share hours. The PK4-Grade 5 students will serve as hosts and bring parents into the classroom to show them completed work and work on display, as well as work in progress awaiting their current portfolios. PK3 parents view student projects and activities in the PK3 classroom. Parents may also visit co-curricular classes and see what they have been working on in those subjects.

**Release of Information**
If a student sees an outside provider, such as a tutor, academic coach, counselor or therapist, parents will be asked to authorize the release of information between that specialist and the School. The School, through the Head of Lower School, may also request that parents release a copy of any medical, educational, or psychological testing performed on a student.

**Confidentiality**
Sandy Spring Friends School aims to actively assist a student who requires help from the Counselor and/or Nurse. When the Counselor and/or Nurse gains information about a student, either through self-disclosure or through community referrals, the Counselor and/or Nurse will make every effort to honor a student’s confidentiality. However, if the Counselor and/or Nurse determines that a student’s or another person’s emotional or physical health or safety is at risk, the Counselor and/or Nurse is not bound by an oath of confidentiality, and will act with the ultimate best interests of the individual in mind.

It is important to note that the first step in any counseling process or medical situation is to work with the student and family to meet their needs. The Counselor and Nurse are part of the Student Support Services team in each division and seek out advice of these teams when necessary.

**Student Records**
Student records or other information included in a student’s academic file will be released only upon written release/request signed by a parent or legal guardian and will be sent directly to the third party designated by the parent or legal guardian.

A student’s permanent file shall be available to parents upon request and in the presence of the Head of Lower School. Except for school personnel, no one shall have access to the permanent file without written consent of the parent or legal guardian.

**Class Placement**
The placement of children in classes is the responsibility of the Head of the Lower School and incorporates the
professional judgment of the Lower School faculty and administration. At the end of each school year, teachers from adjacent grades spend a great deal of time discussing each child to determine the most suitable placement for the following year. The Lower School Student Resource Team (SRT) collaborates with grade teams to consider such factors as student needs, learning styles, interests, and temperament in order to create a balance with the logistics that make a cooperative and cohesive class group. The teachers and administration collectively develop the class lists with the goal of effective groupings that have a diverse mix of student capabilities, personalities, and ethnic and cultural backgrounds. The goal of the extensive class placement process is to create a balance between each child’s learning and social style, pace, adaptability and resilience with a compatible instructional style in an environment that sustains friendships, as well as academic peer groups.

Throughout the school year, parents are invited to communicate with teachers about the type of learning environment that bolsters their child’s academic, social and behavioral growth. Final class placement decisions, however, will be determined by the School.

**Summer Reading**
Each summer, students are encouraged to read for pleasure. Parents of students who are not yet reading are asked to read aloud to their children. Listening to recorded books, while following the written text, is also recommended. A variety of reading lists from which students can make their personal choices are available on the SSFS library webpage.

At each grade level, Lower School students are assigned required reading of one or two books that are required to be read prior to the start of school. Summer reading assignments, and the Summer Apps and Online Resource lists are posted on the SSFS website. In addition, rising 6th graders are required to complete a math packet and read one book chosen by the Middle School faculty.

**Student Support Services**
Consisting of registered nurses, learning specialists, and counselors, Student Support Services:

- Aims to assist students requiring help
- Strives to maintain confidentiality on all forms, including electronic and written communication, conferences and phone conversations as outlined.
- Serves the Student Resource Teams (SRT) and seek out the advice of these teams when necessary.
- Addresses many health, learning and counseling issues
- Provides referrals to outside resources including therapists, psychiatrists, pediatricians, academic tutors, and/or organizational tutors when situations arise beyond the capability of the student support position.
Student Resource Team (SRT)

The Student Resource Team (SRT) meets weekly and works to coordinate resources and services to support individual students’ academic, social, emotional and behavioral needs. Members of the SRT include the Head of Lower School, Counselor, Learning Specialist and Reading Specialist. Periodically, other members of the faculty and staff may participate in SRT discussions to best identify the requirements of individual students.

Parents and faculty may consult the SRT. To obtain additional information about a student experiencing learning difficulties, the student—after consultation with the parents—may be referred to an outside professional for testing. When intensive individual instruction is recommended, the Student Resource Team will work with the parents, the classroom teacher, and the tester if required to identify and prioritize the needed services and to suggest tutoring. If tutoring is to take place during the school day, it must be arranged through a member of SRT.

Though the SRT occasionally meets with parents to discuss academic, social and emotional concerns that may warrant evaluation from external professionals, the group’s current primary function is to share their observations of students and outline ways to support and enrich students’ learning experiences by offering teachers suggestions for implementing classroom strategies, accommodations, curricular supplementation, social supports, and behavior modification systems. The SRT serves as a resource for every Lower School student, family and faculty member. Further clarification of the role and function of each member of the Lower School Student Resource Team are as follows:

Head of Lower School:
- Collaborates with Lower School families to build and sustain home/school partnerships.
- Provides Lower School community supervision, including student advocacy and support.
- Provides faculty advocacy, management, supervision and support.
- Collaborates with faculty to create and sustain healthy Lower School climate.
- Oversees programmatic changes, curricular development and implementation, grades PK3 - 5.
- Reinforces community behavioral expectations with consistent disciplinary measures and logical consequences for students.
- Organizes and oversees faculty professional development.
- Collaborates with faculty to examine current practices and develop instructional techniques incorporating classroom accommodations, learning strategies, support and enrichment, as applicable.
- Makes in-class observations to determine consistent curricular efficacy and instructional best practices.
Lower School Counselor:
- Provides friendship strategies for students in PK3 - 5.
- Serves as mediator between students in times of conflict.
- Provides emotional support to PK3 - 5 students.
- Offers behavioral strategies, behavioral modification systems and reward charts, where applicable.
- Serves as parent and school liaison in respect to life events.
- Serves as liaison between school and mental health providers, where applicable.
- Provides parent education and resources for child development.
- Offers referrals to parents for providers of behavioral and emotional support, including attention and social concerns, as well as executive function.
- Supports the implementation of the PK4 - Grade 5 life skills curriculum.

Informal counseling for a student or his or her family is available through the Counselor. A student or group of students can choose to meet with the Counselor or can be referred by a teacher, parents, or the Head of Lower School. Parents are asked to contact the Counselor as soon as concerns arise. A family will be contacted if their child needs to be referred to an outside professional. The Counselor visits classes to facilitate discussions on friendship building, transitions, and other developmental issues.

Learning Specialist:
- Makes in-class observations to determine learning needs and strengths.
- Collaborates with teachers to create strategies to support student learning.
- Serves as faculty resource for teaching methods and best practices.
- Meets regularly with classroom teachers to discuss student needs and provide support for teaching methods.
- Assesses the implementation of classroom accommodations.
- Creates Lower School Student Learning Profile for PK3 - 5 students.
- Offers referrals to parents for providers of academic support, including executive function, with respect to academics.
- Serves as liaison between school and academic tutors, academic therapists and occupational therapists.
- Organizes the administration of standardized testing in grades 4 and 5.
- Collaborates with teachers to organize formative and summative assessments.
- Reviews academic methods, programs and practices as appropriate for SSFS Lower School curriculum.

As a resource to the faculty, the Learning Specialist provides supplemental materials and guidance in support of student academic learning throughout the Lower School.
Reading Specialist:
- Administers reading assessments, grades K-2
- Provides in-class/small group reading support for students, grades 1-3
- Makes in-class observations to determine reading skill development, needs and strengths
- Offers teacher support in regards to professional development in the area of reading instruction
- Provides information to parents about the reading process and reading instruction
- Provides small group instruction for reading remediation
- Offers referrals to parents for providers of reading support and, if applicable, speech-language support
- Explores and researches reading methods and programs as appropriate for SSFS Lower School curriculum
- Supports the ongoing review and development of the PK4 - 5 reading curriculum
- Serves as liaison between school and reading tutors/providers

The Reading Specialist supports the work of Lower School classroom teachers by providing supplemental materials and administering assessments, as needed, in order to support or enrich students in the area of phonological awareness, reading and comprehension.

### Health Services

**School Nurse**
School Nurses are responsible for monitoring the health of SSFS students. Duties include giving first aid, maintaining health records, administering medication on campus, consulting on health and wellness matters with students and faculty, and conducting health screenings. In addition, the Nurse may be a source of referrals to off-campus professionals as needed by students, and frequently works closely with the school counselors to best meet student health needs.

**Illness**
It is difficult for a student who isn't feeling well to learn. In addition, a sick student may infect other students. **When a student is ill, please keep them home from school.** A student should stay home if he or she has had any of the following within the last 24 hours:
- A temperature of more than 100 degrees
- Nausea or vomiting
- Diarrhea
- A temperature of more than 99 degrees and exhibiting any of the following symptoms:
  - Persistent cough
  - Severe headache
  - Earache
If symptoms are severe or persist for more than 24 hours, parents should contact a family physician. If a student develops any of these symptoms while at school, a parent or guardian will be asked to come and take the student home.

A student who has a bacterial infection should not return to school until he or she has taken oral antibiotics for 24 hours. **Similarly, a student who has an elevated temperature should not return to school until the temperature has been normal (below 99 degrees) for 24 hours.**

Parents are reminded to call the Lower, Middle, or Upper School office in the morning to report any absences due to illness. If a student has a communicable disease, other parents will be contacted via a letter to inform them of the diagnosis but names are not given. In some cases, the School must also report the incident to the Montgomery County Health Department.

The parent or guardian is asked to contact the School Nurse for students who are absent for three or most consecutive days. A note from the physician or health care provider will be needed to return to school.

**Injury**

Please notify the Health Center about an injury occurring away from school that would affect your child’s ability to participate in physical education, sports, or any other school requirement. To return to full participation a note from your child’s physician is needed, especially for sports activities.

**Medical Records**

Sandy Spring Friends School follows the standards set forth by the Maryland Department of Health and Mental Hygiene regarding the required immunizations. These requirements are contained in the Code of Maryland Regulations (COMAR).

The Health Center oversees the administration of health care records, including a medical waiver form, and supervises on-campus care for boarding students (residential life program). To comply with state regulations and SSFS policy, a student may not attend Sandy Spring Friends School without an up-to-date immunization record.

The following medical records must be on file in the Health Center: Medical Emergency Form, Physical Form, Health History Form, Immunization Form, and Medical Order Form (if applicable). **It is SSFS’s policy that**
these forms must be completed annually before August 1, or the first school commitment (field trips, sports practices, etc.), if the school commitment precedes the August 1 deadline. Without these forms, your child will not be able to participate in school activities, and students will not be able to attend classes if the required forms have not been submitted. The Health History Form must be submitted annually. The Immunization Form must be submitted when a student is initially admitted to the School, or when a student has updated immunizations or a change in health status. Medication Order Forms are required to administer any medication not found on the bottom of the Medical Emergency Form during school hours or a school trip.

All forms are available online via SchoolDoc (www.schooldoc.com). Usernames and passwords are sent to families by email. The Medical Emergency and Health History Form information may be submitted online. Forms requiring a physician’s signature should be scanned and uploaded via SchoolDoc.

**Medication**

All medication to be dispensed during the school day must be brought to the School Nurse by a parent or guardian in the original prescription bottle and with the completed Medication Order Form. The student’s name, medication name, dosage and times of administration listed on the bottle MUST match the Medication Order Form that is signed by the doctor in order for the Nurse or medication technician to legally administer it. The School Nurse is responsible for overseeing the administration of medication according to the physician’s order. Any over-the-counter medication (OTC) that is not listed on the Emergency Form must have a signed Medication Order Form for that medication to be administered at school. No student may self-administer medication, including OTC medications such as Tylenol and Advil.

Only Emergency Medications such as an Epi-Pen or Inhalers may be self-carried and self-administered (Middle and Upper School only); but the appropriate area must be checked off on the Medication Order Form. Each time a medication is administered, the date, time and amount are recorded and initialed by the Nurse or a trained medication technician.

**Pediculosis (Head Lice)**

Due to the highly transmittable nature of head lice, students will be sent home for treatment if nits are discovered. The School Nurse may check the heads of individual students, the class, or other groups when requested by the teacher or Head of Upper, Middle, Lower School or Dorm. Parents are encouraged to consult their family physician for the treatment of lice for the health of all students. A student who has been sent home for head lice must be nit free before returning to school. On the day after treatment and nit removal, the student must be brought to the School Nurse accompanied by a parent and cleared by the Nurse before going to class.
Communicable Diseases
If your child’s healthcare provider diagnoses your child with a communicable disease please immediately call the Nurses in the Health Office. A note is required from the healthcare provider permitting your child to return to school. Some of the most common communicable diseases are as follows:
1. Conjunctivitis (pink eye)
2. Fifth disease
3. Hand, foot, and mouth disease
4. Impetigo
5. Meningitis, both viral and bacterial
6. Ringworm
7. Streptococcal disease
8. Mononucleosis
Once a communicable disease is diagnosed, a note containing the type of communicable disease, signs, symptoms and preventative care is sent home to child’s class. It is important to note that confidentiality is respected and information identifying the student is not included in the note.

Vision and Hearing Screening
The Montgomery County Health Department requires the School to screen all students in kindergarten, 4th grade, and 8th grade, and any students new to Maryland Schools. The screenings are performed by the School Nurse and any abnormal results are sent to the Montgomery County Health Department. Any concerns are reported in writing to parents. A copy of the results from the screening are kept in the student’s health file. There is no charge for this service.

Harm to Self and/or Others
Consistent with the Maryland Court of Appeals Decision of 1991, Sandy Spring Friends School policy states: If a student has expressed thoughts, intentions or actions in a manner determined to be endangering his/her own safety or the safety of others, the student will be asked to go to obtain an immediate assessment. A counselor will be called to meet the student in the Health Center and division administrator will be informed of the situation. A determination will be made as to whether the student will leave campus by ambulance or in the care of parent/guardian. SSFS staff will not transport a student to the hospital or crisis center, but may accompany the student if needed.

Prior to returning to the campus, the student must:
1. Be assessed by qualified health care professional(s) and determined to be safe on campus.
2. Give permission for school designee to consult with the health care professional(s) to develop a plan for return.
3. Meet with parent(s)/guardian and school designees to develop follow-up plan.
Reporting of Suspected Child Abuse or Neglect

Occasionally, there are factors in a student’s appearance and behavior that lead to suspicions of child abuse or neglect. Maryland law requires that all educators and other school employees, including volunteers, report suspected abuse or neglect to the proper authorities in order that the student may be protected from harm and the family may be helped.

Sandy Spring Friends School complies with the Maryland law in this regard and requires that all faculty and staff report suspected abuse and/or neglect to the Administration. In turn, the suspected abuse must be reported to the Department of Social Services, Protective Services Division or to the local police department. At all times, the intent is to protect the student from harm by providing services to support and strengthen the student’s own family.

Behavior Guide: Student Guidelines

Sandy Spring Lower School is committed to maintaining a safe, supportive environment for all community members. Every member of the Lower School community is expected to act with integrity in accordance with the principles of responsibility and respect. The focus of our student behavior system is teaching sound decision making, promoting positive behaviors, and peaceful resolution of conflict—not on punishing wrongdoers. We highly value truthfulness, taking responsibility for one’s actions (ownership), learning from one’s mistakes, and making amends.

Based on our central Quaker belief in “That of God” in all people, the School believes in the goodness of its community members and looks to support and encourage positive behavior. We strive to create and maintain an optimal learning environment for all students who demonstrate consideration and respect for the rights and feelings of all community members. Our vision is a caring community in which positive feelings and actions towards others are more likely to prevail than negative.

Our goal is a supportive learning community of self-disciplined students whose words and actions consistently reflect the Quaker values of the School. We seek to do this in the following ways:

1. **Affirmation.** We make it a habit to look for the value in others and to regularly tell others what we appreciate about them. We teach students to do the same.

2. **Communication.** We aim for regular and open communication consisting of listening carefully, completely, and open-mindedly without interrupting, and speaking directly of concerns or needs in a manner that avoids putting others down.

3. **Cooperation.** We look for ways in which two or more persons or groups can work together to meet common goals.
We strive to boost our students’ self-advocacy skills so they can bring issues of concern to teachers’ attention in a timely manner. Parents are encouraged to reinforce the School’s message of timely self-advocacy for students.

**Behavioral Expectations**

Consideration, cooperation, and communication are the essential elements of our behavioral expectations. Teachers and students work together to create classroom guidelines that support these expectations. The goals of this process are to foster a fundamental respect for:

- the learning of others
- the feelings of others
- the belongings of others

and to nurture growing responsibility for:

- one’s words and actions
- one’s own learning
- one’s effort

Members of the Lower School community are expected to model and demonstrate behaviors which reflect a commitment to the Quaker values of Sandy Spring Friends School. Each member of the community shares responsibility for the preservation of a positive and respectful learning environment. Appropriate behavior is expected from Lower School students and community members in the classrooms, lunchroom, in hallways and during transitions, as well as during Meeting for Worship, assemblies and other school events. Additionally, students are expected to maintain Lower School behavioral guidelines on the bus, during field trips, and in before-care and aftercare.

**Bullying Behaviors**

The following behaviors are those which are inappropriate and damaging to the safe social and academic environment of the Lower School. Such behaviors compromise the academic, emotional and social well-being of community members and are taken seriously as bullying behaviors. In most cases, bullying starts small (teasing, joking, name-calling) and escalates into something much worse (threats of violence, social/emotional manipulation). Our community is committed to helping all of our members understand what bullying behaviors are and stopping those behaviors before they escalate. Bullying behaviors present in many forms. We define bullying as any hurtful, negative behavior that is done deliberately and is repeated even after the victim has asked the bully to stop.
Interactions with Community Members

Expectation: Lower School community members are expected to speak to one another in a respectful and positive manner with regard to tone and message. Communication includes both spoken and written forms.

**Verbal Aggression**

- Intentionally hurtful communication
- Intimidation
- Prejudicial language (slurs based on race, ethnicity, gender, sexual orientation or other social identifiers)
- Name calling
- Taunting
- Mocking
- Bragging
- Teasing (including teasing about clothing, possessions, appearance, heritage or other social identifiers)
- Threatening
- Verbal threats of aggression against property or possessions
- Verbal threats of violence or of inflicting bodily harm
- Yelling (to intimidate)
- Profanity
- Repeated use of socially unacceptable language (i.e., cursing, sexual innuendo, over-use of “bathroom language”)

**Expectations**: Lower School community members are expected to come to school with an open mind, receptive to the ideas and values of others. Students will strive to maintain an inclusive environment and will treat all members of the community with respect.

**Social Aggression**

- Gossiping
- Spreading rumors
- Bullying
- Cyber-bullying
- Threatening
- Ganging up
- Negative body language
- Negative body language
- Dirty looks
- Publicly humiliating
- Setting up to look foolish
- Embarrassing
- Setting up to take the blame
- Social alienation or rejection (e.g. intentional exclusion from a group)
- Manipulating social order to achieve rejection or exclusion
- Negative social pressure
- Peer pressure
- Passing judgment with intent to shame or exclude others
Expectation: Lower School community members are expected to show respect for others’ personal space and to resolve conflicts in a peaceful manner. When needed, students will seek help from an adult in order to resolve issues respectfully.

Physical Aggression

- Hitting
- Kicking
- Pushing
- Shoving
- Spitting
- Biting (breaking of skin)
- Pinching

- Physical intimidation
- Threatening acts
- Physical acts that are demeaning and humiliating
- Defacing property

- Destroying property
- Confining in a closed or locked space
- Invasion of personal space

- Striking with an object
- Threatening with an object used as a “weapon”
- Inflicting bodily harm

Lower School students are assisted with talking through situations using principles of conflict resolution. Community members are engaged in thinking of possible solutions and agreeing on one resolution for moving forward. When a student is physically aggressive toward another community member, that behavior is considered hurtful and serious and requires adult intervention as well as disciplinary consequence. We talk with students who go beyond limits to help them understand the impact of their behavior. The Head of Lower School talks with the students involved and calls the parents of the student who has been hurtful and the parents of the hurt student.

Policies Concerning Hurtfulness

Bullying behaviors (verbal, social and physical aggression) are considered hurtful to the learning environment of the Lower School. When there is an occurrence of bullying behavior, the Head of Lower School talks with the students involved and calls the parents of the student who has been hurtful, as well as the parents of the hurt student. The student demonstrating bullying behavior will be given a consequence.

If a second serious incident occurs, the Head of Lower School confers with the students involved and the parents of the student who has been hurtful. The student demonstrating bullying behavior will be given a consequence. A behavioral contract with the student and parents may be developed through consultation between the Head of Lower School, the Counselor and the teacher.

If a third serious incident occurs, the consequence of a suspension is considered. The decision to suspend a student temporarily is made by the Head of Lower School and/or the Head of School, usually in consultation with the Counselor and one or more faculty members who have worked with the student. If a student is sent home,
resolution of the incident is reached through a re-entry parent conference with the Head of Lower School when the student is allowed to return to school.

It is recognized that specific circumstances may warrant some variation from the steps outlined above. Unsafe, disruptive or self-destructive behavior may result in suspension and/or prevent a student from going on field trips or attending special events at school. Occasionally, the current set of consequences does not fit the situation and the need to develop a consequence based on the situation and severity of the behavior will arise. On such occasions, the exacted consequence seeks to benefit the student and the community.

Suspension and Expulsion
The School reserves the right to separate a student from its program for serious infractions of the School’s rules, if a student repeatedly demonstrates inappropriate, unacceptable and/or hurtful behaviors. These rules cover behavior in classes, as well on field trips and anywhere on the school grounds.

The decision to expel/exclude a student permanently is made by the Lower School Head and the Head of School, usually in consultation with the Counselor and one or more faculty members who have worked with the student. Resolution of the incident is reached through a parent conference with the Head of School. Serious consideration is given before separating a student from the community. The needs of both the individual and the community are considered before taking action; but when the needs of the individual conflict with the needs of the community, the community’s needs will prevail. The School reserves the unconditional right to suspend or expel, at any time, any student for behavioral or attitudinal reasons.

Expulsion is used for especially serious infractions of school rules and expectations, or when repeated infractions indicate an inability or unwillingness to live within the School’s guidelines. The expelled student must leave the School and is required to be off the campus within the time stated at the announcement of the decision by the Head of School.
Policies Concerning Disruptive Behavior

Expectation: Lower School community members are expected to honor the learning environment by allowing the forward progression of all lessons and school-related activities to take place. Students are expected to listen, participate and contribute in a respectful manner in which all community members can learn and demonstrate understanding without interference or interruption.

Disruptive Behavior

<table>
<thead>
<tr>
<th>• Interrupting by calling out</th>
<th>• Interfering with another’s work</th>
<th>• Not listening to the teacher or presenter</th>
<th>• Ignoring teacher signals and redirection</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Distracting others</td>
<td>• Interfering with another’s belongings</td>
<td>• Verbal defiance of teacher (including disrespectful or dismissive body language)</td>
<td>• Refusal to “take a break” in order to regroup</td>
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<tr>
<td>• Not listening to classmates</td>
<td>• Engaging others in verbal dispute</td>
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Lower School views disruptive behavior as extremely disrespectful. If a student’s behavior begins to consistently detract from his/her own learning or to stop the learning experience for other community members, there are a series of responses.

Teachers begin by giving the student reminders, signals, and reflection time. If necessary, they consult with the Counselor and move on to conversations with the parents. If the disruptive behavior persists, the student meets with the Head of Lower School, who shares details with the parents in a phone call. The student demonstrating disruptive behavior will be given a consequence and given the opportunity to make amends.

If the student is sent to the Head of Lower School a second time for the same concerns, the Head or other members of the Student Resource Team meet in conference with the parents to recommend additional strategies, which may include the need for outside support.

If, in spite of all these interventions, the student’s behavior continues to be disrespectful and disruptive to the learning environment, the enrollment agreement for the following year may be withheld.

It is recognized that specific circumstances may warrant some variation from the steps outlined above.

The School believes in the goodness of its community members. A student who has served consequences, including suspension, may receive support from the classroom teacher, the Counselor, the administration and other faculty members. It is our hope that, through this support, the student will improve his/her behavior in a way that enables the student to be a productive learner and citizen in our community.
Maintaining Integrity

Expectations: Lower School community members are expected to act honorably, exercising sound judgment and making choices that demonstrate their understanding of our school’s Quaker values.

Breaches of Integrity

<table>
<thead>
<tr>
<th>Lying</th>
<th>Taking others’ possessions from secured locations (backpacks, lunch/snack bags, desks, classroom cubbies, offices)</th>
<th>Plagiarism</th>
<th>Defacing and/or destroying property, including personal and/or school property</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cheating</td>
<td>Removing school-owned property from school campus (exception: library books)</td>
<td>Academic dishonesty</td>
<td>Engaging in any of the above with the intention of blaming others</td>
</tr>
<tr>
<td>Stealing</td>
<td></td>
<td>Inappropriate use of technology, including Internet, email use, and social media</td>
<td>Facilitating those who violate any of the above</td>
</tr>
<tr>
<td>Borrowing others’ possessions without permission</td>
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</tbody>
</table>

Breaches of integrity not only damage others, they also damage oneself. All are considered equally serious offenses within our community.

Members of the Lower School community are expected to model and demonstrate behaviors which reflect a commitment to the Quaker values of Sandy Spring Friends School. Breaches of integrity impact the social, behavioral and academic well-being of the Lower School community. When a breach of integrity occurs, the Head of Lower School talks with the student involved and calls the parents of the student who has committed the offense, as well as the parents other students impacted by the behavior. The student demonstrating a breach of integrity will be given a consequence, as well as an opportunity to make amends to those impacted.

If a second incident occurs, the Head of Lower School confers with the student involved and the parents of the student who has demonstrated the behavior. The student demonstrating repeated breaches of integrity will be given a consequence. A student who has served consequences, including suspension, may receive support from the classroom teacher, the Counselor, the administration and other faculty members.

If, in spite of all these interventions, the student’s behavior continues to indicate an inability or unwillingness to demonstrate solid integrity in alignment with the Quaker values of Sandy Spring Friends School, the enrollment agreement for the following year may be withheld.
Attendance

Regular attendance and promptness are important for a consistent school program. The Lower School day begins at 8:10 am. We strongly encourage arrival by 8:00 am to assure a smooth daily transition. If a student must be late or absent, parents are asked to notify the Lower School office in advance, or between 8:00 and 8:30 a.m. on the day of the lateness or absence. Late arrivals must be accompanied by a parent into school and checked in at the office in Walbrooke/Breiling before going on to class. Parents are asked to sign in their children in the Late Arrival/Early Dismissal book.

Parents are strongly urged not to plan extended vacations before or after regularly scheduled school holidays or additional vacations during the school year as these are disruptive to the educational program of the student and the class. If such a trip is unavoidable, parents are asked to provide advance notification in writing; however, these absences are considered “non-excused” absences on the child’s attendance record.

Parents are further requested to avoid scheduling medical appointments during the school day, if possible. However, if a student needs to be excused before the regular dismissal time, the parents should write the office a note stating the reason for leaving and the time the student should be excused. The office staff will inform the classroom teacher. Parents must sign the student out in the Late Arrival/Early Dismissal book located in the main office.

SSFS Policy on Religious and Cultural Observances

Sandy Spring Friends School recognizes the importance of religious observances to many students and families. So that all members of our community can fully observe their religious or cultural traditions, the School has developed the following approach to absences and academic accommodations for students whose school participation may be affected by religious obligations:

- Families should notify teachers, advisors, the Dean of Students (if applicable), and the Division Head about any anticipated absences due to religious/cultural observances at least two school days before the holiday.
- When absent from school due to a religious or cultural observance, students will have at least one day per day of absence to complete any missed assignments, tests, quizzes, projects, or other deadlines. Students should communicate with teachers to make arrangements for any make-up work.
- Students who miss a game or practice scheduled on a religious holiday will not be penalized in any way for the absence if timely notification is given to the School and the coach.

It is often difficult to determine which holidays will impact individual students; hence the flexible approach in the classroom noted above. However, prior experience tells us that there are some holidays that impact a large
number of families. As a result, the School will make every effort to avoid scheduling extra-curricular School-sponsored events, meetings, and programs on dates that conflict with Rosh Hashanah, Yom Kippur, Chinese Lunar New Year, Eids, Duwali, and Passover.

**After School Arrangements**

Arrangements for after school play dates should be made from home the previous day. School phone lines need to be kept clear for school business.

We ask parents to inform the Lower School office in writing via email of any change in a student’s established after school arrangements prior to 1:00 pm. **Verbal notification of afternoon transportation changes will not be accepted from Lower School students.**

Change of Schedule or Transportation forms are provided to each family at the beginning of each school year. Additional copies of the form are available in the Lower School office or online. If you do have an emergency requiring a last-minute change of plans for your child, please call the Lower School office to authorize the change. The office staff will in turn notify the classroom teacher.

The playground is a very busy place after school – filled with aftercare children and with bus riders, from the Upper and Lower Schools, waiting for their buses. For the safety of all, other students who wish to play on the playground must be directly supervised by a parent.

**Carpool Procedures**

Parents who transport their children in carpools are urged to comply with the following guidelines to ensure the safety of all our students. Parents are asked to drive slowly, exercise patience, and stay in line. Maneuvers such as passing other vehicles and making three-point turns jeopardize the safety of children and adults and are prohibited.

Keeping safety in mind, teachers and administrators will assist Lower School students out of or into cars as quickly as possible. State law requires that all children are buckled in before their car moves forward. The traffic circle in front of the Lower School building and the road to Tanglewood are fire lanes. Parking or standing in those areas, as well as the fire lane in front of Scott House, is prohibited.

**School buses always have the right-of-way.** All drivers must yield to school buses in the parking lot, traffic circle, or on the campus roads.

Parents who park and walk their children into or out of school are asked to use the designated crosswalks. Lower
School students look to the adults to model this safe practice at all times. In order to facilitate the smooth progression of morning drop-off and afternoon pick-up without distraction or delay, parents are asked to leave dogs in the car during these times.

**Dress Code**
Our dress code is that we expect clothing to be clean, simple, modest and appropriate. The following guidelines also apply to off-campus school events such as field trips:

- Community members may not wear clothing advocating violence, sex, or the use of drugs, including alcohol and tobacco. Symbols of racial, ethnic, or religious slander may not be displayed in the community. Members need to live and dress in a manner consistent with humane and Quaker principles.
- Clothing which is unduly revealing, ragged or torn may not be worn. Spaghetti straps, halter tops, tops that expose the student’s midriff, or skirts shorter than the student’s arm length are not to be worn by our 4th and 5th grade students.
- For health and safety reasons, students must wear shoes at all times, with the exception of rest time for the youngest students. Sneakers are highly recommended.

Students should come to school at all times dressed for outdoor play. **It is especially important that students have proper attire for rain, snow and cold weather.** We recommend that each student keep an inexpensive plastic rain poncho at school as protection from rain during those daily trips across campus to lunch and co-curricular classes. We also recommend younger children keep at school a second pair of boots, shoes, socks, and pants and that these items be clearly labeled with the student’s name.

On the days of the week during which they have physical education, all students should wear sneakers with laces or Velcro fasteners and clothes particularly suited for vigorous exercise. Dresses and skirts are not appropriate clothing for physical education.

**Personal Possessions**
Our classrooms, indoors and out, are full of wonderfully enriching materials and experiences. Therefore, students should not bring toys to school. Some treasures for sharing, such as pets, require prior arrangements with the classroom teacher.

**Electronic Devices**
Students may not use electronic devices such as cell phones, pagers, MP3 players, iPods or other hand-held gaming devices during the school day. Students who need to use an electronic device for medical or personal reasons must first obtain approval from the Lower School Head. Exceptions are also made with permission from individ-
optional teachers for long field trip bus rides.

**Lost and Found**
The Lost and Found box is located in the lobby of Walbrooke/Breiling, the main building of the Lower School. An additional box is located in the lower level of Tanglewood. While every effort is made by the School to return those items that are clearly marked, students or parents should check the Lost and Found box first when a personal item is missing. The box is cleaned out several times a year and unclaimed items are donated to charity. It is strongly recommended that parents put a name label or write the child’s name with a permanent marker on every item of clothing, as well as on boots and coats.

**Optional Programs**

**Extended Care**
For their safety, Lower School students must be supervised at all times. Sandy Spring Friends School is not responsible for students who are dropped off before 7:30 a.m. or for students who remain after dismissal time unless they are enrolled in aftercare through Kids After Hours, or a specific after-school program. If students are not picked up by dismissal time, they are taken to Aftercare and parents are billed the drop-in charge.

Before Care is available for any student from 7:30 to 7:50 a.m. Students should be dropped off in front of Walbrooke/Breiling, the main Lower School building, where they are greeted by Lower School Faculty. Weather permitting, the students are supervised on the Lower School playground. In the event of inclement weather, students gather indoors and should bring a book, drawing pad or quiet game to use.

Aftercare is available to registered students until 6:00 p.m. The Tanglewood building serves as the Aftercare home for all grades. Included in the Aftercare program are arts and crafts, games, outdoor recreation, and homework supervision. A snack and water are provided. Parents should plan to meet their children on the playground (weather permitting) or in Tanglewood. All students must be signed out by a parent or other designated adult. Please make sure that all emergency contact information is kept up to date in SchoolDoc.com.

**Aftercare**
Programming for Lower School aftercare is offered by Kids After Hours (KAH). The after school program runs from the end of the school day until 6:30 p.m. (Additional KAH child care dates include SSFS faculty professional days, and certain school holidays.) KAH offers a curriculum program based on monthly learning units. Units emphasize learning through fun and include time for many different types of activities that appeal to all different ages of children. Snacks are provided. Interested parents may register online at www.kidsafterhours.com or by contacting Kids After Hours directly at 301-933-6888.
Club Program

After school clubs are available for PK4 – grade 5 students in the Lower School. Club offerings are based on student, faculty and parent interest. Clubs are designed to meet the developmental stages of children and may be limited to specific age groups. The cost of each club is determined by the nature of the club, the amount of time and the material needed.

Club registration is an online procedure and families who register their student will be billed for the club fees through the regular billing cycle. Enrollment may be limited and students are accepted in the order in which they register. Clubs are offered during the fall, winter and spring seasons. More specific information about clubs will be announced in the LS newsletters.

Instrumental Music

As one of our after school programs, the Lower School offers musical ensemble opportunities for students in the fourth and fifth grades.

Woodwind, percussion and brass ensemble lessons are offered after school to interested 4th and 5th grade musicians. Students may pick from the flute, saxophone, clarinet, or snare drum. These musicians practice weekly on campus. During the year, the Lower School music ensemble plays for students and parents, providing exciting, hands-on performance opportunities for the children. At the end of the school year, this ensemble also performs at the Friends House retirement home.
Middle School
Please read the General Information section first.

Daily Schedule

Buildings open 7:45 am
First Bell Rings 7:57 am. Students are asked to arrive by 7:50 am to allow time to go to their lockers prior to advisory.
Program ends 3:35 pm (for students not in athletics) Mon, Tues, Thurs, Fri
4:05 pm (for students participating in athletics) Mon, Tues, Thurs, Fri
School ends for all students on Wednesdays at 2:35 pm

Middle School Philosophy Statement

Sandy Spring Friends Middle School is a community of learners who value the Quaker testimonies of simplicity, peace, integrity, community, equality, service learning, and stewardship of the environment, known as SPICES. Following the belief that there is that of God in everyone, we hear, respect, and sustain each voice in our school community.

At Sandy Spring Friends Middle School, all students, teachers, administrators, staff, and families are allies in learning. Through open and honest communication, we seek to foster an environment of trust between home and school. We provide a relevant educational program designed to be a vibrant and robust experience. Our Middle School faculty believes in the development of academic skills through holistic, nurturing, and often non-traditional approaches. Students are encouraged to challenge their hearts, minds, and bodies and take academic risks in an atmosphere of support and safety. Additionally, the curriculum exposes students to the many diverse cultures found within the wider community. Recognizing that experience shapes character, students are provided opportunities for leadership, artistic expression, athletic competition, meaningful community service, and extended field trips. The program is not just a preparation for the years to follow, but is itself a whole and purposeful experience.

Sandy Spring Friends School students depart the Middle School with a strong collection of academic and life skills, willing to trust the next step on a path towards the Upper School and beyond. Founder Brook Moore stated that the cornerstones of community can be found in the three R's: Respect, Responsibility, and Reverence. With these values, our students are prepared to make thoughtful choices and to develop into individuals who contribute positively toward our community and to the world.
Academic Program

The SSFS Middle School educational philosophy is based on the beliefs of the Society of Friends that students should be provided with opportunities and encouragement to acquire knowledge, develop positive habits, and gain a deeper awareness of their spiritual self. All students study English, social studies, science, mathematics, French or Spanish, arts, technology, health, study skills, peaceful conflict resolution, successful scholars and physical education. Teachers challenge students to reach their academic potential, to continually search for truth, to learn to care for the environment, to become lifelong learners, to develop integrity, to show respect for oneself and others, and to show cooperation and responsibility. We believe that learning is interconnected, and the process may well be as important as the product. As such, we support those opportunities for learning that may occur beyond the classroom.

A key component of each student’s academic experience is the Advisory program. All students are assigned an Advisor and are part of an Advisory group. Sixth graders are in Advisory groups with other sixth graders and a sixth grade faculty member. Seventh and eighth grade advisories are mixed groups of seventh and eighth graders, students stay with these advisors for two years. Advisors are responsible for serving as student advocates, supporting their advisees in school endeavors, and helping them to achieve an appropriate balance between academic and extracurricular activities.

CURRICULUM GOALS

**Reading:** Students develop the skills to comprehend, evaluate, analyze, and interpret written material, and to relate it to other knowledge.

**Writing:** Students develop skills in communicating thoughts in a clear, organized, articulate manner and in using language correctly to write expressively, concisely, critically, and creatively. The Middle School utilizes the “Six Traits of Writing” to assess student writing in a consistent manner and to provide students with a common language when thinking about their writing. Students receive direct instruction on writing in their humanities courses, but develop their skills throughout the MS curriculum.

**Mathematics:** Students explore problems and interpret and evaluate results using graphical, numerical, physical, algebraic, and verbal mathematical models. They learn to value and appreciate the role of mathematics in school and in our society.

**Science:** Students explore the life, earth, and physical sciences, and use laboratory techniques, the scientific method, projects, research, and mathematics to support the study of the theories basic to science.
**Social and Historical Studies:** Students develop an understanding of the history of people and acquire knowledge of the various significant events, ideas, heritages, geographical areas, and philosophies of the world and the United States. Students learn to become responsible citizens of our country and the world. Reading and writing skills are utilized and refined throughout the social and historical studies curriculum. This learning is complemented through thematic instruction in the humanities program.

**Arts:** Students explore performing and creative arts and develop basic skills in specific areas. Additionally, a wide variety of artistic concepts and the role of history in art and music are explored in depth.

**Language:** Sixth and seventh grade students study French or Spanish and learn about the cultures in which these languages are spoken. Eighth graders may continue with French or Spanish, or they may take Introductory Mandarin in the Upper School.

**Student Skills for Success (SSfS):** At each grade level, 6th, 7th and 8th, students are enrolled in this class which meets for 70 minutes every seven school days. SSfS is taught by the Middle School Learning Specialist, the Middle School Counselor and one of the Librarians. The focus is on grade-appropriate material that covers learning strategies for success, including organization skills, managing long term assignments, time management, and test-taking and note-taking skills. The course encourages students to take ownership of their part in the learning process and to continue on the path of being successful scholars. Additionally, students work to develop their communication and listening skills to better understand and improve social interactions and strategies for resolving conflict peacefully and within the context of the Quaker approach to conflict resolution. Bullying prevention, respectful and courteous behavior, and the monthly value themes are explored as well. And finally, as students encounter research projects through their core curriculum classes, Library resources and research strategies and practices are explicitly taught.

**Listening and Speaking:** Students develop the ability to listen effectively and attentively and to speak articulately and confidently.

**Health:** The Middle School Health Educator, who is also the Athletic Trainer, teaches Health class. Topics are supplemented through the use of textbooks, class discussions, worksheets and videos. The course, roughly 30 classes, is graded as Pass/Fail and lasts one trimester* in place of Physical Education. Health class provides students with a thorough knowledge of the following topics:

- Nutrition
- Hydration
- Exercise/Fitness
- Sun Safety
- Stress Management
- Cardiovascular Health
- Human Sexuality
- Eating Disorders/ Media Awareness
- Mental Health
- Substance Abuse Prevention
Homework: Homework at Sandy Spring Friends Middle School is intended to be a natural extension of the educational program. Homework should be foundational, reinforcing, and enriching; it should provide another opportunity to demonstrate understanding. Reading regularly and studying for upcoming assessments are included in homework.

Homework is designed to reinforce material taught in class, prepare students for upcoming lessons, and help students develop study habits, responsibility, time management, and organizational skills. Homework is not a tool for teaching material which will not be taught in class, is not given for the sake of having homework, and should not be too burdensome on a student or family.

Quantifying the amount of time spent on homework is difficult as it is largely dependent on the time of year. On average, students in sixth grade should have no more than 60-70 minutes of homework per day, while seventh and eighth graders should have no more than 80 – 90 minutes of homework per day. There will be evenings when this will be exceeded for the final completion of projects or in preparation for assessments. Teachers will take into account special school and calendar events (such as the two performing arts evenings) in the scheduling of homework assignments.

Homework will be assigned in most courses on most days. Students are expected to complete their homework assignments on their own unless the assignment specifically includes the assistance or participation of a parent, guardian, peer, or other family member. Parents are invited to help students with homework assignments, limiting their help to clarifying the concepts and editing rather than contributing to the final product. Assignments are to be done as neatly as possible and turned in on time. It is the student’s responsibility to obtain the necessary materials or information to fully complete the assignment. Students are also responsible for proactively talking to their teachers ahead of time when an individual family event or religious observance may conflict with the completion of an assignment, test or project.

A student choosing not to complete an assignment on time, or at all, will be subject to an academic consequence determined by the teacher. Additionally, a student may be asked to miss an extracurricular opportunity to complete significant amounts of back work; in such cases, advisors and students will develop a plan and talk to parents. Students returning from an absence will be given one additional day per day of absence to complete back homework for full credit. In the case of an extended excused absence, the student’s advisor will work with the student’s parents and teachers to create a reasonable homework completion schedule. Homework will not be given over the winter and spring breaks except in the case when a student is making up missed or late work.

Parents and guardians play a large role in a student’s successful completion of his/her homework, and as such, should provide students with an adequate time and place to complete their work. Additionally, parents and
Middle School

guardians are asked to help create a space for homework completion and develop a plan for support as needed.

**Homework goals**

6th grade:
- Reinforce documenting homework through iPads and/or planners
- Develop pattern of consistently having materials needed for assignments
- Begin to develop time management skills
- Understand that reading and studying are homework
- Provide homework to teachers within allotted time frame following the directions as given
- Ask questions of teachers when homework is challenging
- Begin developing habit of self-advocating when work is incomplete

7th grade:
- Continue to reinforce documenting homework through iPads and/or planners
- Further develop time management skills
- Establish pattern of consistently having materials needed for assignments
- Further understand that reading and studying are homework
- Provide homework to teachers within allotted time frame on a consistent basis following the directions as given
- Ask questions of teachers and classmates when homework is challenging
- Increase consistency in proactively self-advocating when work is incomplete

8th grade:
- Consistently document homework through iPads and/or planners
- Demonstrate time management skills
- Include reading and studying as part of homework
- Model consistency in having necessary materials for assignments
- Provide homework to teachers within allotted time frame demonstrating understanding of the directions as given
- Use resources to appropriately arrive at answers for when homework is challenging
- Proactively self-advocate when work is incomplete

**Interscholastic Athletics:** Students participate in activities to develop physical well-being and lifetime habits of fitness and good health. Sixth, seventh, and eighth graders may participate on interscholastic teams in several sports during the year. Students involved in team sports will experience healthy competition and develop good sportsmanship and teamwork skills. Currently, the interscholastic sports offered are the following:
Fall: Girls and boys soccer, and co-ed cross country
Winter: Girls and boys basketball
Spring: Girls and boys lacrosse, girls softball, and boys baseball

Electives and Tutorial: Students not participating in athletics attend electives that range from technology, to arts and physical activities. The elective offerings vary by season as well as by student and faculty interest. Tutorial is offered for students seeking additional time for academic support from various teachers or to complete homework in a supervised setting. Students may elect to have Tutorial on Mondays, Tuesdays, Thursdays and Fridays, or they may divide their time between an elective and tutorial.

Occasionally, with the permission of the all-school Athletic Director and the Middle School Head, a Middle School student is given permission to participate on one of the Upper School athletic teams. Students seeking an exemption from electives and interscholastic sports must apply in writing to the Athletic Director and the Middle School Head.
Spiritual/Character Development

Students deepen their understanding of Quaker values of simplicity, service to others, social justice, peace testimonies, and valuing “that of God in everyone” through courses, traditions, policies, Meeting for Worship, speakers, advisory group events, homerooms, and other activities. Students are encouraged to follow the School motto, “Let Your Lives Speak,” which emphasizes the importance of each individual’s words and actions within the context of a community and beyond the campus boundaries. The Advisory program includes discussions on Quaker values and peer relationships.

Meeting for Worship
Meeting for Worship plays a central role in the life of the school community. Every Wednesday following lunch, students and faculty gather to worship together in silence for approximately 35 minutes. Worship is a time to seek Divine insight and to nurture loving relationships. Centering in silence, the individual can be free in mind and spirit. Some may experience a mental respite, while others may feel the strength of school spirit within the gathered community. The ultimate goal, however, is to experience a worshipful unity with what Friends refer to as “that of God” or “the Light.” Self-discipline is required by all to provide a positive spiritual environment. The Middle School seeks to have parents and families involved in Meeting for Worship and holds student, parent, and faculty Meetings for Worship throughout the year.

Silent worship is not seen by Sandy Spring Friends School as requiring a religious ritual, but rather allowing each person to use the time to reflect inwardly. Although it may take individuals years to acquire a sense of identity with the school community at Meeting for Worship, others quickly find this the central core of the Sandy Spring Friends School experience and look forward to the time of shared quiet.

Quaker and Community Values
We seek to create an academic community where respect, responsibility, integrity, and cooperation flourish. We do this within the classroom, Meeting for Worship, and the advisory program. Core Quaker values are emphasized, including simplicity, peace, integrity, community, equality, and stewardship. Attending the Quaker idea of “continuing revelation” (the truth is not static and continuously reveals itself) we realized few parents have an opportunity to attend Meeting for Worship with their children. Meeting for Worship is central to our student’s Sandy Spring Friends School education and we want all members of the community to have an experience of worshipping together. Therefore, this year’s calendar offers two parent-child Meetings for Worship.

Community Service
As part of the commitment to our Quaker beliefs, all students are given many opportunities to participate in service throughout the year. Our service program continues to grow so that our students learn to be
contributing members of both their community and the world. Projects include food and coat drives for various groups in the Washington metro area, the collection of toys and bedding for animal shelters, fundraising for emergencies such as natural disasters, and an on-going relationship with Friends House. Every other year, a group of students participate in a June service trip, which in past years has included clearing trails and other work in national parks.

Value Themes
Each year the Middle School faculty, along with student and parent members of the Climate Committee, creates value themes of the month for the following year. These themes teach students and community members what these values mean and show what it looks like to exemplify one of these values. Occasionally, faculty members and/or students make presentations in Collection about the theme, speak in Meeting for Worship about the value, or recognize community members with a thank you card for demonstrating the value in school. The value themes for 2016-17 are:

September  Optimism
October   Honesty
November  Kindness
December  Equality
January   Enthusiasm
February  Tolerance
March     Independence
April     Trust
May       Spirit
June      Grace

Advisors
A Sandy Spring Middle School Advisory serves as a community within a community. All students are assigned an advisor and become part of an advisory group. There is much thought and care put into matching each student with an adult whose job it is to serve as a guide through the student’s challenges and successes while they are in Middle School. The advisor is often the first point of contact for any concerns or questions one may have about their child’s progress in school. Advisors help coordinate information between parents and a student’s team of teachers. The Advisory program is a key component in each student’s academic, extracurricular and social experience at Sandy Spring Friends School. The advisor serves as a student advocate, supporting their advisees in school endeavors and helping them to achieve the appropriate balance between academic and extracurricular activities.
Advisory Curriculum
Using Origins' Developmental Designs program, a social-emotional curriculum, students meet in their advisory group for brief check-ins every morning, every afternoon, and for 40 minutes on Friday. During a given advisory period, students intentionally work at building a community of learners and practicing their social skills. Additionally, students may participate in activities such as advisor group planning, Quakerism lessons, study and discussion, meetings with individual teachers, activities designed simply to have fun, or academic organization. There are also times when an advisory will spend less structured time together for service opportunities, lunches and occasional outings.

Social Activities
The Middle School recognizes that many of our students do not live close to each other and welcome opportunities to get together. Throughout the year, we offer several social events including, but not limited to, Sixth Grade Socials and Seventh and Eighth Grade Dances. For the most part, these are free of charge and chaperoned by Middle School faculty. In addition to these events, there are also quarterly optional weekend trips to places like Six Flags or professional sporting events. There is a cost for these optional trips.

Academic Guidelines
In order to maintain good academic standing in the School, students are required to perform according to the following standards:

- attend all classes, Meeting for Worship, and any other assigned duties, including stewardship activities;
- complete and submit all assigned work;
- participate in classes;
- present work which is reflective of student’s own ability;
- behave in a manner that promotes a positive learning environment.

It is expected that all students will honor these academic standards. Failure to do so may result in a lower grade or a failing grade for the test, quiz, or assignment. Repeated or major challenges to the academic standards of the Middle School community may result in suspension or possible expulsion. We believe that in order for scholarship, creativity, and personal integrity to flourish in the Middle School, all students must use their own intellectual and creative talents in meeting course requirements.

Evaluations of Student Progress
Student grades as well as course comments and/or effort marks are distributed at the end of each quarter with a brief narrative summary at the end of the first and second semesters. These summaries include a comment from each academic teacher, as well as a cumulative and comprehensive advisor narrative that summarizes the
student's yearlong experience and school life. Additionally, a Notice of Concern (NOC) will be sent home at any point a teacher feels such action is warranted. Typically, this would indicate a poor performance on a test or a change in behavior, attitude, or homework completion. Only the semester and year-end grades, and the semester effort marks, are recorded on a student’s final transcript. Pass/Fail marks are given for arts courses. No cumulative full-year grades are given for these classes. Letter grades are representative of the following:

A  Superior work (90-100%)
B  High level work (80-89%)
C  Satisfactory work (70-79%)
D  Pass (60-69%)
F  Fail – (59% and below)
I  Incomplete (may be used on quarter grades, but must be changed to a letter grade by the end of the next quarter, or by the end of the year)

Progression/Retention Policy
In the Middle School, students progress from one grade level to the next by demonstrating that they are capable of higher level academic work. In general, students fall into one of three categories:
1. Those who achieve a final passing grade in all subject areas and therefore progress to the next grade level.
2. Those who fail one or more subjects, but who have demonstrated that they are capable of higher level work. At the discretion of the Middle School faculty, these students may progress to the next grade level. A summer program of study is usually required in these cases.
3. Those who fail one or more subjects and who have not demonstrated that they are currently capable of higher level work. Progression to the next grade level is very much in jeopardy unless through significant summer work the student demonstrates a readiness to move to the next grade.

Occasionally, a case may arise where a student does not fall into one of these categories. For example, a student may pass with very low final grades, and there may be some concern as to whether or not he or she may be ready for work at the next grade level. In this case, and in any other where a student does not fit into an obvious category, the Middle School faculty and the student’s parents will work together to determine an appropriate education plan. That plan may include progression to the next grade level after a summer program of study, progression with tutoring throughout the next school year, or assistance in finding another school. Some of the areas faculty and parents are asked to look at when determining the next step for a student are:

- Academic success
- Level of accommodations given and the sustainability of those accommodations
- Motivation and self-advocacy of the student
- Strength of home/school partnership
**Academic Probation**
During the school year, academic probation may be appropriate for a student. Two or more grades of C- or lower will put a student on academic probation for the following quarter. During that quarter, the student may be required to meet with the Learning Specialist in an effort to support the student until such time that the Learning Specialist feels this is no longer necessary. The student may also be required to attend scheduled tutorials. Parents of a student earning grades placing him/her on academic probation should expect a meeting between the appropriate team and the student’s parents or guardians. Any student remaining on academic probation for two quarters may not be able to proceed to the next grade.

**Exemption from a Course/Dropping a Course**
Middle School students are required to take a foreign language unless they have specific documented language exemption and have formally applied for an exemption from the Middle School Head. Foreign language in sixth, seventh and eighth grades is a sequential curriculum and students must be successful in one level before proceeding to the next. Dropping a course may be initiated by the teacher, the Middle School Learning Specialist, and/or the Middle School Head. Successful completion of Spanish I or French I is a prerequisite for level II in the Upper School. Because successfully acquiring the language skills offered in the Middle School may be a challenge for some students, particularly those enrolling after 6th grade, the Upper School offers an opportunity for students to retake the course in 9th grade.

**Behavior Guidelines**

**Middle School Student Behavior Philosophy Statement**
Sandy Spring Friends Middle School is committed to maintaining a safe, supportive environment for everyone in our community. Every community member is expected to act with integrity in accordance with the principles of responsibility and respect. The focus of our student behavior system is on teaching sound decision making and promoting positive behavior, not on punishing wrongdoers. We highly value truthfulness, taking responsibility for one's actions, and learning from one's mistakes. Our vision is a caring community of self-disciplined students whose words and actions consistently reflect the Quaker values of our school.

**Guiding Queries**
We reflect on the following questions in helping us make the right decisions:
- Are my words and actions safe for myself and others?
- Are my words and actions helping to create a supportive environment where others feel comfortable and accepted?
- Are my words and actions showing care and respect for myself and others?
- Are my words and actions showing care and respect for the physical environment?
• Am I being honest with myself and others?
• Am I taking responsibility for my behavior?
• Have I learned from my mistakes?

**Recognition and Positive Reinforcement**

Students may earn “Thank you” cards from faculty members, students, and/or other community members for demonstrating good decision making, upholding a school value, resolving a conflict, and/or contributing to the community in a positive way. In addition, special recognitions can be given out during the school year to students who make exceptional contributions in the area(s) of leadership, integrity, peace-making, self-advocacy, community service, and decision-making.

**The Should List (Behavior Expectations for Members of the Middle School)**

As citizens of our community, everyone should

• Respect the rights and feelings of all community members.
• Contribute to the preservation and enhancement of the community’s environment.
• Contribute to the academic and social environment in a positive way.
• Demonstrate a commitment to the School’s values.
• Show care for others in the larger community with words and actions.

On campus, students should

• Be courteous and respectful to all members of the community and to visitors.
• Use appropriate language at all times.
• Be where they are supposed to be and not leave the campus without a parent or staff member.
• Be good stewards of the environment by not littering and by taking care not to damage trees or plants.
• Respect the property of others and not tamper with cars or damage other property.
• Use school office equipment (including phones) at the discretion, and under the supervision of, an adult.

In the classroom, students should

• Arrive on time to class with the appropriate materials to work.
• Be courteous to teachers and other students.
• Respect all classroom rules, teacher directions, and materials used in class.
• Demonstrate a commitment to learning.
• Demonstrate academic honesty.
In the lunchroom, students should
• Respect the posted rules.
• Take what they want and eat what they take.
• Keep voices at a conversational level.
• Remain seated at their table during and engage in conversation with those gathered.
• Refrain from throwing food or running in the lunchroom.

In Meeting for Worship, students should
• Arrive on time and enter the Meetinghouse in silence.
• Respect the silence during the meeting and refrain from distracting peers in any way.
• Sit up and refrain from covering their heads with hoods, pulled down hats, shirts, jackets, or other clothing.
• Refrain from reading or writing during the meeting.
• Take care of personal needs (like going to the bathroom) before entering the Meetinghouse.

In assemblies and collection, students should
• Arrive on time.
• Sit with their advisory.
• Come to order and observe a moment of silence when asked.
• Respect the program and/or performers by being courteous with applause or other forms of approval.
• Refrain from running or jumping on the stairs.

In the “pod” (hallways/locker area), students should
• Respect the property and space of others.
• Check personal mailbox daily; refrain from tampering with other students’ mailboxes.
• Store all backpacks, books and coats in lockers. Store sports equipment in sports cubbies.
• Help keep the lockers clean by refraining from writing on them, by throwing away perishable goods and trash, and by cleaning out miscellaneous papers/clothing regularly.
• Be efficient with their time in order to arrive on time to class or school activity.

On field trips/away games, students should
• Always keep in mind that they are representing the school and behave accordingly.
• Respect the people and environment in which the field trip takes place.
• Pay attention to the directions of teachers, chaperones, and guides.
• Clean up after themselves on the bus and at the field trip site.
• Refrain from shouting or getting out of their seats while the bus is moving and follow all bus rules.
In After School Programs, students should
- Always keep in mind that the school policies extend into after school activities.
- Respect the people and environment in the after school program.
- Follow all directions of the adult leaders.
- Clean up spaces used before departing home.
- Be sure the adult leader is aware of your location at all times.

At sporting events, students should
- Always keep in mind that they are representing the school and behave accordingly.
- Demonstrate good sportsmanship by winning and losing gracefully.
- Remember to keep all comments, cheers, and remarks to teammates, opponents, and officials positive.
- Clean up the locker area or bench area used.

During tutorial and elective period, students should
- Arrive on time and with ALL materials needed
- Respect the fact that others are trying to work quietly by minimizing distracting behavior.
- Follow rules posted.
- Ask teacher for permission to leave room and return promptly.

Bullying Behaviors
The following is a list of behaviors that the Sandy Spring Middle School community considers bullying. We realize that most of the time bullying starts small (teasing, name-calling) and escalates into something much worse (threats of violence, coercion). Our community has made a commitment to helping all of our members understand what bullying behaviors are and stopping them before they escalate. We define bullying as:

*Bullying is any hurtful, negative behavior that is done deliberately and is repeated even after the victim has asked the bully to stop.*

Physical Aggression

| Pushing | Destroying property |
| Shoving | Defacing property |
| Spitting | Stealing |
| Kicking | Physical acts that are demeaning and humiliating (e.g., de-panting) |
| Hitting | Locking in a closed or confined space |
|         | Physical violence and family or friends |
|         | Threatening with a weapon |
|         | Inflicting bodily harm |
### Social Alienation
- Gossiping
- Embarrassing
- Setting up to look foolish
- Spreading rumors about

<table>
<thead>
<tr>
<th>• Ethnic slurs</th>
<th>• Publicly humiliating (e.g. revealing personal information)</th>
<th>• Manipulating social order to achieve rejection</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Teasing or joking about sexual orientation</td>
<td>• Social rejection</td>
<td>• Malicious rumor-mongering</td>
</tr>
<tr>
<td>• Excluding from a group</td>
<td></td>
<td>• Threatening with total isolation by peer group</td>
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<td>• Setting up to take the blame</td>
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</table>

### Verbal Aggression
- Mocking
- Name calling
- Dirty looks
- Taunting

<table>
<thead>
<tr>
<th>• Teasing about clothing or possessions</th>
<th>• Making intimidating phone calls</th>
<th>• Verbal threats of aggression against property or possessions</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Teasing about appearance</td>
<td>• Sending intimidating or mean-spirited emails or instant messages</td>
<td>• Verbal threats of violence of inflicting bodily harm</td>
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<tr>
<td>• Teasing about heritage, religion, or sexual orientation</td>
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</tbody>
</table>

### Intimidation
- Threatening to reveal personal information
- Writing mean-spirited notes or drawings
- Publicly challenging to do something

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<thead>
<tr>
<th>• Defacing property or clothing</th>
<th>• Threatening to do something harmful unless money is received (extortion)</th>
<th>• Coercion—compelling someone to do something using threats</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Borrowing possessions without permission</td>
<td>• Threats of using coercion against family or friends</td>
<td>• Threatening with a weapon</td>
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<tr>
<td>• Stealing possessions (e.g. lunch, clothing, toys)</td>
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</tbody>
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### Racial and Ethnic Harassment
- Joke telling with racial or ethnic targets
- Exclusion due to ethnic or cultural group membership

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<thead>
<tr>
<th>• Exclusion due to choice of activities</th>
<th>• Public humiliation</th>
<th>• Physical or verbal attacks due to group membership</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Racial or ethnic slurs, put-downs</td>
<td>• Destroying or defacing property due to ethnic or cultural group membership</td>
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<tr>
<td>• Verbal accusations, insults</td>
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</tbody>
</table>
### Sexual Harassment

- Sexual or dirty jokes
- Conversations that are too personal
- Joke telling about sexual orientation
- Howling, catcalls, whistles
- Leers and stares
- Wedgies (pulling underwear up at the waist)
- Repeatedly asking someone out when he or she is not interested
- Spreading sexual rumors
- Pressure for sexual activity
- De-panting
- Bra-snapping
- Cornering, blocking, standing too close, following
- Sexual assault and attempted sexual assault
- Rape

### Behaviors and Possible Consequences

The following list of infractions is a comprehensive list of behaviors requiring careful attention on the part of our community. This is not a sequential order of behaviors and consequences. In other words, a student’s behavior could warrant a Level 3 response right away if necessary. Additionally, there may be a behavior not specifically listed in this document that may require a disciplinary response from the school.

<table>
<thead>
<tr>
<th>Level</th>
<th>Behavior/Infraction</th>
<th>Possible Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level One</td>
<td>• Minor disruption in class or other school event</td>
<td>• Teacher completes discipline form to be given to dean, advisor</td>
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<td>• Chewing gum</td>
<td>• Confiscation of item</td>
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<td>• Dress code violation</td>
<td>• Apology/ declaration to change behavior</td>
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<td>• Consistent lateness to class</td>
<td>• Conference with Dean of Student Life, advisor, and/or teacher.</td>
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<td>• Eating in classroom without permission</td>
<td>• Loss of privilege</td>
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<td></td>
<td>• Use of cell phone, walkman, other electronic device</td>
<td>• Parent notification</td>
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<td></td>
<td>• Use of snack/beverage machine during school hours.</td>
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<td>• Use of skateboards, scooters, or roller blades on school grounds without authorization</td>
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<tr>
<td>Level Two</td>
<td>Conference with Dean of Student Life or Middle School Head</td>
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<tr>
<td>• Major disruption in class or other school event</td>
<td>Call to parents from administrator</td>
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<tr>
<td>• Mistreating school property</td>
<td>Loss of privilege (recess, after-school event, school-sponsored events such as Signature Trips and end-of-year activities, choice of seat in lunchroom, use of After School Program)</td>
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<tr>
<td>• Use of inappropriate language</td>
<td>Behavior agreement</td>
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<tr>
<td>• Disturbing Meeting for Worship</td>
<td>Detention</td>
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<tr>
<td>• Disrespectful behavior to member of community</td>
<td>Work project</td>
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<tr>
<td>• Skipping class or other school event without permission</td>
<td>Counseling</td>
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<td>• Failure to heed the instructions of a faculty member</td>
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<td>• Inappropriate email/internet use</td>
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<td>• Academic dishonesty</td>
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<td>• Exhibiting bullying behavior</td>
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<td>• Possession of inappropriate literature</td>
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<tr>
<td>• Any level 1 behavior that is constantly repeated after the student has been informed of the potential consequences</td>
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### Level Three Infractions

- Possession and/or use of illegal drugs, drug paraphernalia, alcohol or cigarettes or tobacco products at any time while on campus or while involved in a school-related activity
- Possession of any weapons, or any explosive materials, including fireworks
- Igniting any materials, including candles and incense
- Vandalism; destruction of or damage to the school property, or environment
- Theft
- Use or threat of violence including deliberately causing harm to another community member
- Repeated behaviors that the community considers bullying
- Egregious behavior toward, defiance or verbal abuse of any Sandy Spring community member
- Lying to a faculty member
- Misuse of a student or faculty member’s computer account and/or using his/her password
- Inappropriate sexual behavior, including public or private sexual acts
- Facilitating or supporting those who violate any of the above rules
- Repeated/habitual level 2 infractions

### Consequences

- Parent/Teacher Conference
- Detention
- Suspension
- Expulsion
- Counseling: within the school or outside referral

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### Detention

If a student is assigned detention, it will be held from 3:30 p.m. until 4:30 p.m in the Middle School. Any attending student will be assigned a service job around the building or around campus. Once the service job is sufficiently completed, the student may read, do homework, or sit in silence for the remainder of the detention period. Students who are serving detention are not permitted to participate in after school activities, sports practices, or games that occur during the 3:30-4:30 time period.
Standards Committee
When a student has reached a level 5, a Standards Committee is convened to ensure that the values of the school are upheld while making serious disciplinary decisions. The committee consists of faculty members and members of FLAME (Friends Leading And Mentoring Everyone). When a meeting is called, one FLAME member from each class will attend (total of 4), and at least two members of the governance committee will also be present. The FLAME members will alternate attendance thereafter. The role of the committee in this situation would be to gather all the pertinent information, listen to student accounts, and/or call forth bystanders. The Dean of Student Life may use his/her discretion in calling the committee together and will also serve as the clerk of the committee. The committee may recommend a course of action to the Middle School Head; the final decision rests with the Middle School Head.

Standards Committee Procedures
Rules:
1. Maintain confidentiality
2. Demonstrate respect for all community members
3. Refrain from making judgments/assumptions
4. Bring an unbiased view to the meeting (if you cannot, recuse yourself)
5. Treat people equally if they are your friend or not your friend
6. Think about what is best for the individual and the community

Process if a Standards Committee Meeting is called:
The committee consists of faculty members and members of FLAME. When a meeting is called, one FLAME member from each class will attend (total of 4), and at least two members of the governance committee will also be present. The FLAME members will alternate attendance thereafter.

1. Dean of Student Life opens the meeting with a moment of silence. The members of the committee are present as well as the Advisor of the student(s) who are being brought before the committee. The Dean of Student Life then states the charge of the Standards Committee.
2. Students and faculty introduce themselves by name and grade.
3. Dean of Student Life states the reason why the Standards Committee has been brought together.
4. Dean of Student Life reminds the members of the ground rules listed above and thanks all members and students for their earnest participation.
5. Advisor has the floor to make a statement on his/her advisee’s behalf.
6. Questions may be asked by members of the committee or the advisor.
7. If necessary, other students or faculty may be brought into the meeting to provide clarity for the group.
8. Standards Committee continues to meet to recommend appropriate actions/consequences to the Division
9. Dean of Student Life meets with the Middle School Head to communicate the outcomes of the Standards Committee.

10. Middle School Head makes a decision.

11. The student is informed of the decision. The decision is communicated to the student from the advisor, Dean of Student Life, or small group from the committee.

**Behavior Probation**

If a student accumulates a value of 5 or more in level forms (i.e. 5 level 1s, 3 level 1s and a level 2, a level 3 and two level 1s) during the school year, he/she may be placed on behavior probation for a six-week period. A call will be placed home to the parents/guardians from the Dean of Student Life after a student has accumulated a value of 2 level forms. Parents/guardians may also be contacted by faculty members.

After a student accumulates a value of 5 or more level forms, the Standards Committee will gather, along with the student’s advisor, in a probation review meeting. At this time, the group will make a recommendation to the Middle School Head to place the student on behavior probation or serve another consequence.

When a student is placed on behavior probation, a letter/email will be mailed home describing the reasons for the probation and the school's expectations for improvement. In addition, a parent-teacher discussion will occur within a reasonable time after the student receives his/her 5th level form. During this discussion, a plan for helping the student improve his/her behavior will be developed.

Consequences leading up to the 5th level form are up to the discretion of the faculty and the Dean of Student Life and should be consistent with the possible consequences listed in the Student Behavior Guide. At the 2nd level form, students will be asked to serve a detention. At the 5th level form, students will be asked to give input toward the development of a behavior plan, and/or review with the Dean of Student Life the behavior plan that resulted from the parent teacher discussion. Students may also be asked to join a parent-teacher conference.

**Process Following Probation**

The school believes in the goodness of its community members. A student who has been placed on probation may receive support from the advisor, the school counselor, the administration, and other faculty members. It is our hope that through this support, the student will improve his/her behavior in a way that enables the student to be a productive learner and citizen in our community.

Following the 6 week probationary period, the student will meet with the Dean of Student Life. This meeting will serve as information influencing the decision of whether or not to terminate or continue the probationary
status. Students on probation may be suspended if they choose to continue exhibiting poor decision making and/or not following through with the plan set forth. The terms and duration of the suspension will be discussed by a meeting of the Middle School Standards Committee. This committee will recommend a consequence(s) to the Middle School Head. If a suspension is served, a parent-teacher conference will occur on the day the student returns to school. At this meeting, guidelines will be established by the school for the student, and a timeline for meeting these guidelines will also be set forth.

If the student does not show the ability to change his/her behavior and/or does not honor the behavior guide or the behavior plan, the possible consequences include multiple-day suspension, withholding of contract for the following school year, and/or expulsion. The Standards Committee will be responsible for reviewing the student’s situation and recommending a course of action to the Middle School Head.

**In-School and Out-of-School Suspension and Expulsion**

The School reserves the right to separate a student from its program for serious infractions of the School’s rules, if conduct or academic work is consistently unsatisfactory, or if a student has repeated rule infractions. These rules cover behavior in class as well as on day or overnight field trips and anywhere on the school grounds. Serious consideration is given before separating a student from the community. The needs of both the individual and the community are considered before taking action, but when the needs of the individual conflict with the needs of the community, the community’s needs prevail.

Unsafe, disruptive, or self-destructive behavior may result in suspension and/or prevent a student from going on field trips or attending school socials. Occasionally, we feel that our current system of consequences does not fit the situation and will creatively develop a consequence benefitting the student and the community.

While suspended, a student may not participate in athletic and/or social events. Students may be suspended for one or more days based on the severity of the situation. While serving either in or out-of-school suspension, students must not be on campus but are expected to make up missed class work and must, therefore, make special arrangements to get assignments from teachers.

Expulsion is used for especially serious infractions of school rules and expectations, or when repeated infractions indicate an inability or unwillingness to live within the School’s guidelines. Expelled students must leave the School. They are required to be off the campus within the time stated at the announcement of the decision. They are not to return to the campus without prior permission from the Middle School Head.
Student Appeal Process

Students who feel that they have not been afforded an equitable process or believe that they have been wrongly accused may appeal a disciplinary decision. Students who choose to appeal should approach the situation with respect and honesty and should prepare a written document within 48 hours of the incident outlining the reasons for the appeal. Additionally, students will not be exempted from consequences while the appeal is written or processed by the committee. Appeals should be addressed to the Standards Committee (made up of faculty, students, and administrators) unless the student is appealing a decision made by the Standards Committee. In this case, the appeal should be addressed to the Dean of Student Life or the Middle School Head. If parents have a concern regarding an appeal, they should address the Middle School Head.

Dress Guidelines

How students dress can be an expression of their values, unique cultural and ethnic background, as well as a student’s personality. We encourage students to dress in a manner that promotes a positive self-image and is appropriate for a learning environment. The guidelines listed below are intended to offer some particular guidance, but they are not intended as an exhaustive list. If a faculty member or student is concerned about the clothing of a student, they should bring this to that student’s advisor for further consideration.

1. Students must dress for the weather. We use our 144 acres throughout the day, going to lunch, the fields, walks, and performing arts classes. In cold weather, this means arriving with legs, arms and hands covered. Given the amount of time we spend outdoors, we need to ensure students are dressed to fully participate in our school day.

2. Community members may not wear clothing advocating violence, sex, or the use of drugs, including alcohol and tobacco. Symbols of racial, ethnic, or religious slander may not be displayed.

3. Clothing unduly revealing, ragged or torn may not be worn. Make-up may not be extreme or ostentatious. Straps on tank tops, pants, shorts and skirts must completely cover under-garments. No part of the torso or belly may be uncovered. Skirts and shorts must naturally fall as long as the longest finger when arm is extended down the leg. Boys must wear shirts at all times and are not allowed to wear sleeveless undershirts alone.

4. For health and safety reasons, Middle School students must wear shoes at all times.

5. Physical Education Clothing: Dressing out (changing into PE clothing) is a requirement for physical education classes. PE t-shirts and shorts will be distributed during the first week of school. This policy helps to maintain good personal hygiene while also allowing students to fully participate in the physical activities. The students will be given ample time before and after class to change in the locker rooms. During a trimester, if a student does not dress out for PE class two times, he/she will receive a Level 1 (see behavior section).
Use of Electrical Devices in the Middle School

The SSFS faculty recognizes the desire to have some “release” or “down” time. We encourage student interaction and creative, inclusive game playing and do not feel that playing a game or listening to headphones is an appropriate use of this time. Approved electronic devices like calculators, laptops, netbooks, iPads, or electronic reading devices may be used for academic purposes during the school day as requested by teacher or coach. Other electronic devices (including cell phones, hand held devices, MP3 players, iPods, etc.) may not be used during the school day, including athletics and the After School Program. Supervising teacher may approve exceptions.

All student iPads must be turned off as students enter the Middle School building in the morning. Unless it is part of a supervised classroom activity, iPad use of any kind is not allowed in the hallways, pods or the collection space. If a student needs to work on an academic-related assignment, either in the morning before school, or during a non-academic period, they may only do so in a classroom with a teacher present.

Attendance

Regular attendance and promptness are important for a consistent school program. Students benefit academically, socially and athletically but being in school on a consistent basis and are asked to be in school for the full day, every day, unless illness intervenes. Excessive and repeated lateness or absence will call into question the commitment of the family to our program and the renewal of the student contract may be reviewed. Students who are not in school due to illness on the afternoon before a game/meet or practice may not participate in that day’s athletic activity.

Homework Policy for Making-up Work after Absences

Non-elective absences:
At the discretion of a student’s parent/guardian and/or doctor, a student may stay home to recover from an illness, but is still able to complete school work. In such cases, the following guidelines are provided for making up work. Students are allowed one additional day to turn in work for each day of absence. A plan should be developed between the student and teacher reflecting the length of the absence and the student’s physical and emotional health upon return. This plan should include deadlines for turning in assignments and/or taking assessments.
Student Responsibilities:
• Get well
• Complete work as able
• Check online homework app regularly for updates
• Check mailbox for missing work
• Meet with each teacher
• Follow plan as determined

Parent Responsibilities:
• Inform Middle School of absences
• Allow child to be sick and to recover
• Copy advisor on e-mails
• Check online homework app regularly for updates
• Support your child to follow plan for turning in work
• Get assignments from School. If your child is able to do so, help him/her complete them at home.

Teacher Responsibilities:
• Put work in mailboxes
• Post assignments on online homework app

Elective Absences
An elective absence is an absence for reasons other than illness or appointment. Parents are strongly urged to avoid taking students out for vacations during school. The school calendar is sent out in the spring for the following school year so parents can coordinate family trips with school holidays. We value and appreciate the importance of family time and understand that sometimes it cannot occur during our scheduled breaks. However, it is also important to note that student absences of any length are difficult to navigate for middle school students because of missed work, missed social time, and the change in routine.

The concern does not arise solely from missing homework, tests, or quizzes, but from being taught the material which is supported in the homework, tests, and quizzes. Teachers are willing to help students when they are absent but are not expected to reteach the curriculum. As with any absence, making up the course work may involve some times less desirable than others (with a longer absence, for example, recesses may have to be used).

In general, students are allowed one additional day to turn in work for each day of absence. A plan will be developed between the student and teacher reflecting the length of the absence. This plan will include deadlines for turning in assignments and/or taking assessments. Upon return from an absence, students will find they are
better prepared to do classwork by having kept up with assignments.

Student Responsibilities:
- Meet with teachers to develop plan for work to be made up, turned in and assessments to be taken
- Check mailbox
- Check online homework app regularly for updates
- Understand some areas of instruction will not be able to be made up
- Follow plan developed with teachers

Parent Responsibilities:
- Inform School ahead of time of known absences
- Ensure your child does the work given and follows completion plan as developed with teachers
- Understand that some curricular instruction will not be able to be made up
- Copy advisors on emails
- Ask for work ahead of time
- Check online homework app regularly for updates

Teacher Responsibilities:
- Support advisees to follow plan for making up work

SSFS Policy on Religious and Cultural Observances
Sandy Spring Friends School recognizes the importance of religious observances to many students and families. So that all members of our community can fully observe their religious or cultural traditions, the School has developed the following approach to absences and academic accommodations for students whose school participation may be affected by religious obligations:

- Families should notify teachers, advisors, the Dean of Students (if applicable), and the Division Head about any anticipated absences due to religious/cultural observances at least two school days before the holiday.
- When absent from school due to a religious or cultural observance, students will have at least one day per day of absence to complete any missed assignments, tests, quizzes, projects, or other deadlines. Students should communicate with teachers to make arrangements for any make-up work.
- Students who miss a game or practice scheduled on a religious holiday will not be penalized in any way for the absence if timely notification is given to the School and the coach.

It is often difficult to determine which holidays will impact individual students; hence the flexible approach in the classroom noted above. However, prior experience tells us that there are some holidays that impact a large
number of families. As a result, the School will make every effort to avoid scheduling extra-curricular School-sponsored events, meetings, and programs on dates that conflict with Rosh Hashanah, Yom Kippur, Chinese Lunar New Year, Eids, Duwali, and Passover.

**Lateness to School**
If there is a concern about how many times a student is late, a letter will be sent home at the mid-point of the quarter. Additional lateness will cause a meeting to be requested with the parents and the Middle School Head.

**Early Departures**
Students who have appointments during the school day, and will be dismissed early or be absent for a portion of the day, are required to bring a note from a parent or must be signed out by a parent before leaving. All students must sign out at the front office before leaving campus during the school day. Students returning from appointments are required to sign back in upon return.

It is important to note, our academic day ends at 3:30 p.m. for all students and 4:05 p.m. for those participating in sports. Students are expected to participate daily in an elective, sport, or tutorial.

Students who become ill or are injured during the school day are required to be evaluated by the school nurse to assess whether or not parents should pick up the student early. If a student is too ill or hurt to walk to the nurse's office, the nurse will come to the Middle School.

**Attendance at Arts Performances**
The Arts Department requires participating students to attend every performance. An unexcused absence from a performance may result in failure for the term.

**Off-Campus Parties**
When planning off-campus celebrations for birthdays or other occasions, we ask that parents be sensitive to the feelings of the other students in the grade. If able to invite the entire class, please do so. Invitations should not be distributed at School.

Parties given off-campus in the home of a Sandy Spring Friends School student are the responsibility of the parents of that student. The School does not assume responsibility for what goes on in private homes, but encourages responsible and thoughtful actions by those who plan and attend these parties. In advance of a party, parents are strongly encouraged to be in contact with the parents of the student giving a party. [See Parents Association Party Statement in the General section, page 7].
Off-Campus Trips

These are considered part of the school program, and all school rules and expectations apply.

Summer Trips

French and Spanish trips: Every other summer, Middle School student groups travel to countries or provinces where French or Spanish are spoken. The trips, typically lasting 7-9 days, allow for a brief immersion into the studied culture in addition to some sightseeing opportunities. The trips are voluntary and require an additional fee.

Summer Service Trips: Students travel to a location in this country for a period of 6-8 days. Three or four of the days are spent working on service or community projects. The other three or four days are spent enjoying the cultural and physical offerings of the location.

The international French and Spanish language trips occur during odd year summers (2017, 2019…). The service-oriented trips will take place during even year summers (2018, 2020…).

Student Leadership

In the Middle School, students have opportunities for leadership on committees, as representatives of FLAME (Friends Leading And Mentoring Everyone), as clerks of the Student Meeting for Business (Governance Committee), and on other various school-wide or local committees (i.e. Traditions Committee (school-wide), Climate Committee (MS committee). Additionally, students may also have opportunities to attend conferences related to peace, Quakerism, and diversity during the school year.

Committees

Once a cycle, students participate in student committees. Students organize themselves into various committees whose goals include making our Middle School community a better place. The students nominate and select clerks to lead the committees for the academic year; the clerks determine committee charges and objectives for the school year using Quaker process. Committees may include Community Service, Governance, Multicultural, Student Ambassadors, Heart and Hand, Event Planning, George Fox, and the Art Committee. Every 6-8 weeks, the student clerks from the committees will make a presentation in Student Meeting for Business to update the community on the work of their committees. Student FLAME representatives run the Student Meeting for Business, help guide committees, and serve as troubleshooters if a concern arises.

FLAME

Each year, students nominate and select a student clerk, co-clerk, and recording clerk for the following school
year. The clerk serves as leader of FLAME, runs Student Meeting for Business (SMFB), and leads and makes announcements in Collection. The co-clerk serves on the helps the clerk with all his/her duties, and takes the place of the clerk if he/she is absent. The co-clerk position is essentially a clerk-in-training position. After the co-clerk completes his/her year in training, he/she becomes clerk for the next school year, therefore only open to rising 6th graders. The recording clerk is responsible for taking notes and recording all necessary events that occur in SMFB, FLAME meetings, and class meetings, and helps the clerk and co-clerk with all other leadership responsibilities. The recording clerk must be nominated from the 7th grade.

**Student Meeting for Business**

Students and faculty in the Middle School participate in a Student Meeting for Business (SMFB). The meeting, derived from the Quaker Meeting for Worship, is a time for students to sum up the work that their committees have been doing, to talk about a community issue or concern, and to make pertinent community announcements. The ultimate goal of any Quaker Meeting for Business is to discern truth from the members of the meeting and to help clarify matters of business for all members. The SMFB has the same objectives and is run by the FLAME committee.

**Student Ambassadors**

Each year the Middle School forms a Student Ambassadors to achieve several tasks. The committee has a twofold charge; to represent the school to potential SSFS students during visit days and open houses, and to serve as a leadership group to suggest and offer feedback about changes that effect the SSFS student body. The committee is made up of several male and female students of each grade and meets with faculty leaders once during a rotation during the committee time.

**Stewardship**

Students regularly perform clean-up duties in their classrooms, the Middle School building, and during lunchtime. In each advisory, students are expected to perform a stewardship job once a week.

**Communication and the Home-School Partnership**

Sandy Spring Friends School strives for an active, on-going relationship between home and school enabling us to focus on the best interest of each student. The School’s goal is to create a community in which parents and staff can trust one another’s perspective on each student, and work toward an understanding of how students can be encouraged to do their best. The Middle School asks all members of the community, including parents, to support its philosophy and procedures by respecting each other, honoring school rules, and making education a priority in family life. At the same time, parents should expect the staff to respond to their concerns in an equally respectful manner.
Communication
This partnership maintains its vitality through active communication between home and school. Teachers provide academic course goals and objectives at the fall Back-To-School Night. Parents meet with their child's advisor during parent-teacher conferences at the start of the year and have continued communication with them throughout the school year.

Each Thursday, the School sends out an all-school newsletter via email that includes all-school information as well as newsletters from each division. The Middle School section of this newsletter contains pertinent information of ongoing and upcoming events, information from the Middle School Head, curriculum news from faculty, and highlights from recent events. The Division Head also meets periodically throughout the year with parents for coffee and conversation.

The Middle School provides many resources for parents. To be sure information goes to the most appropriate person, please use the following suggestions:

1. Specific information on a class: Contact the teacher directly via e-mail, or check with the Middle School office.
2. Information regarding how a student is doing in general: E-mail the advisor.
3. Questions on general school policy or any other matter: Call or e-mail the Middle School Head or the Dean of Student Life.
4. Financial matters: Call or e-mail the Business Manager.
5. General social/class concerns: E-mail the advisor or the counselor.
6. Questions on learning styles and strategies: Call or e-mail the Learning Specialist.
7. Questions or concerns regarding the school behavior or actions of a middle school student, other than your own: Call the Dean of Student Life. Please do not call the student directly.
8. Calls about a child's absence: E-mail or call the Middle School Office.

We are committed to maintaining this ongoing relationship and frequently schedule parent meetings with teachers. Call the Middle School office to make these arrangements if requested.

Parent/Teacher Meetings
Parent/teacher meetings may be called by the advisor, parents or teachers. The goal of all parent conferences is to develop a plan of support for students. Parents seeking a conference should contact the advisor or member of Student Resource Team (SRT) to gather the appropriate group and develop a plan for addressing concerns.
Student Support Services

Consisting of registered nurses, learning specialists, and counselors, Student Support Services:

- Aims to assist students requiring help
- Strives to maintain confidentiality in all forms, including electronic and written communication, conferences and phone conversations as outlined.
- Serves the Student Resource Teams (SRT) and seek out the advice of these teams when necessary.
- Addresses many health, learning and counseling issues
- Provides referrals to outside resources including therapists, psychiatrists, pediatricians, academic tutors, and/or organizational tutors when situations arise beyond the capability of the student support position.

Confidentiality

Student Support Services (SSS) aims to actively assist students requiring help. Lower School student support includes consultation with teachers and parents. When information is gained about a Middle or Upper School student, either through self-disclosure or through community referrals, every effort is made to honor the student’s confidentiality. The team strives to maintain confidentiality in all forms, including phone conversations, electronic and written communication. However, if it is determined that a student’s or another person’s emotional or physical health or safety is at risk, the oath of confidentiality is no longer binding and appropriate persons will be notified with the ultimate best interest of the individual in mind.

Finally, it is important to note that the first step in dealing with any situation is to work with the students and family to meet their needs. The members of the Student Support Services team are also part of the Student Resource Team (“SRT”) in the Lower, Middle and Upper Schools and seek out the advice of these teams when necessary.

Student Resource Team

The Student Resource Team (SRT) meets weekly and works to coordinate resources and services to support individual student needs (academic, behavioral and/or social). Parents and faculty may consult the SRT. Members of the SRT include the Middle School Head, Dean of Student Life, Learning Specialist, Counselor, and when necessary, School Nurse. Other members of the faculty and staff may participate in SRT discussions, as needed, to best identify the needs of individual students.

Learning Specialist

The Middle School Learning Specialist works with students, teachers and parents on a variety of levels to develop strategies to meet the individual learning styles of students. This includes support for students who have been diagnosed with learning difference issues, and support for all students and faculty with more general learning issues.
The Learning Specialist can help your child in his/her learning in a number of ways, including: classroom observations, recommending, reviewing and interpreting psycho-educational testing, and informing parents about support services such as tutoring and speech and language support. The Learning Specialist also teaches a one-trimester Successful Scholars class to each grade level in which the Learning Specialist helps implement study skills. The class covers a variety of topics including study tips, learning styles, note-taking, time management, memory strategies, and organization. Tutoring during the school day may not be easily accommodated in the middle school. Parents who would like tutoring to take place during the school day should contact the Learning Specialist.

Counselor
Informal counseling for a student or his or her family is available through the School Counselor. A student can confidentially self-refer or be referred to the Counseling Office by a parent, friend, Middle School teacher, advisor or the Middle School Head. Most concerns brought to the counseling office are quickly resolved, and students prefer to keep them confidential. The counselor works with students to bring parents into conversations when appropriate, and parents are always contacted about counseling matters when the student needs to be referred to an outside professional. The Counselor consults closely with the Middle School Learning Specialist to accommodate the needs of specific students. The School Counselor teaches Peaceful Conflict Resolution and informs the Health Curriculum covering a variety of life skills and health topics.

Health Services

School Nurse
School nurses are responsible for monitoring the health of SSFS students. Duties include giving first aid, maintaining health records, administering medication on campus, consulting on health and wellness matters with students and faculty, and conducting health screenings. In addition, the Nurse may be a source of referrals to off-campus professionals as needed by students, and frequently works closely with the school counselors to best meet student health needs.

Illness
When a student is ill, please keep him or her home from school. It is difficult for a student who isn’t feeling well to learn. In addition, a sick student may infect other students. A student should stay home if he or she has had any of the following within the last 24 hours:
- A temperature of more than 100 degrees
- Nausea or vomiting
- Diarrhea
- A temperature of more than 99 degrees and exhibiting any of the following symptoms:
Persistent cough
Severe headache
Earache
Severe sore throat
Rash or infection of the skin
Red or pink eyes

If symptoms are severe or persist for more than 24 hours, parents should contact a family physician. If a student develops any of these symptoms while at School, a parent or guardian will be asked to come and take the student home.

A student who has a bacterial infection should not return to School until he or she has taken oral antibiotics for 24 hours. Similarly, a student who has an elevated temperature should not return to School until the temperature has been normal (below 99 degrees) for 24 hours.

Parents are reminded to call the Lower, Middle, or Upper School office in the morning to report any absences due to illness. If a student has a communicable disease, other parents will be contacted via a letter to inform them of the diagnosis but names are not given. In some cases, the School must also report the incident to the Montgomery County Health Department.

The parent or guardian is asked to contact the school Nurse for students who are absent for three or most consecutive days. A note from the physician or health care provider will be needed to return to school.

Injury
Please notify the Health Center about an injury occurring away from school that would affect your child’s ability to participate in physical education, sports, or any other school requirement. To return to full participation a note from your child’s physician is needed, especially for sports activities.

Medical Records
Sandy Spring Friends School follows the standards set forth by the Maryland Department of Health and Mental Hygiene regarding the required immunizations. These requirements are contained in the Code of Maryland Regulations (COMAR).

The Health Center oversees the administration of health care records, including a medical waiver form, and supervises on-campus care for boarding students (residential life program). To comply with state regulations and SSFS policy, a student may not attend Sandy Spring Friends School without an up-to-date immunization record.
The following medical records must be on file in the Health Center: Medical Emergency Form, Physical Form, Health History Form, Immunization Form, and Medical Order Form (if applicable). It is SSFS’s policy that these forms must be completed annually before August 1, or the first school commitment (field trips, sports practices, etc.), if the school commitment precedes the August 1 deadline. Without these forms, your child will not be able to participate in school activities, and students will not be able to attend classes if the required forms have not been submitted. The Immunization Form and Health History Form must be submitted when initially admitted to the school, when a student changes school division (LS to MS, MS to US), or when a student has updated immunizations or a change in health status. Medication Order Forms are required to administer any medication not found on the bottom of the Medical Emergency Form during school hours or a school trip.

All forms are available online via SchoolDoc (www.schooldoc.com). Usernames and passwords are sent to families by email. The Medical Emergency and Health History Form information may be submitted online. Forms requiring a physician’s signature should be scanned and uploaded via SchoolDoc.

**Medication**

All medication to be dispensed during the school day must be brought to the School Nurse by a parent or guardian in the original prescription bottle and with the completed Medication Order Form. The student’s name, medication name, dosage and times of administration listed on the bottle MUST match the Medication Order Form that is signed by the doctor in order for the Nurse or medication technician to legally administer it. The School Nurse is responsible for overseeing the administration of medication according to the physician’s order. Any over-the-counter medication (OTC) that is not listed on the Emergency Form must have a signed Medication Order Form for that medication to be administered at school. No student may self-administer medication including OTC medications such as Tylenol and Advil.

Only Emergency Medications such as an Epi-Pen or Inhalers may be self-carried and self-administered (Middle and Upper School only), but the appropriate area must be checked off on the Medication Order Form. Each time a medication is administered; the date, time and amount are recorded and initialed by the Nurse or a trained medication technician.

**Pediculosis (Head Lice)**

Due to the highly transmittable nature of head lice, students will be sent home for treatment if nits are discovered. The school Nurse may check the heads of individual students, the class, or other groups when requested by the teacher or Head of Upper, Middle, Lower School or Dorm. Parents are encouraged to consult their family physician for the treatment of lice for the health of all students. A student who has been sent home for head lice must be nit free before returning to School. On the day after treatment and nit removal, the student must be brought to the School Nurse accompanied by a parent and cleared by the Nurse before going to class.
Communicable Diseases

If your child’s healthcare provider diagnoses your child with a communicable disease please immediately call the Nurses in the Health Office. A note is required from the healthcare provider permitting your child to return to school. Some of the most common communicable diseases are as follows:

1. Conjunctivitis (pink eye)
2. Fifth disease
3. Hand, foot, and mouth disease
4. Impetigo
5. Meningitis, both viral and bacterial
6. Ringworm
7. Streptococcal disease
8. Mononucleosis

Once a communicable disease is diagnosed, a note containing the type of communicable disease, signs, symptoms and preventative care is sent home to child's class. It’s important to note that confidentiality is respected and information identifying the student is not included in the note.

Vision and Hearing Screening

The Montgomery County Health Department requires the school to screen all students in kindergarten, 4th grade, and 8th grade, and any students new to Maryland Schools. The screenings are performed by the school nurse and any abnormal results are sent to the Montgomery County Health Department. Any concerns are reported in writing to parents. A copy of the results from the screening are kept in the student’s health file. There is no charge for this service.

Harm to Self and/or Others

Consistent with the Maryland Court of Appeals Decision of 1991, Sandy Spring Friends School policy states: If a student has expressed thoughts, intentions or actions in a manner determined to be endangering his/her own safety or the safety of others, the student will be asked to go to obtain an immediate assessment. A counselor will be called to meet the student in the Health Center and division administrator will be informed of the situation. A determination will be made as to whether the student will leave campus by ambulance or in the care of parent/guardian. SSFS staff will not transport a student to the hospital or crisis center, but may accompany the student if needed.
Prior to returning to the campus, the student must:
1. Be assessed by qualified health care professional(s) and determined to be safe on campus.
2. Give permission for school designee to consult with the health care professional(s) to develop a plan for return.
3. Meet with parent(s)/guardian and school designees to develop follow-up plan.

**Reporting of Suspected Child Abuse or Neglect**
Occasionally, there are factors in a student’s appearance and behavior that lead to suspicions of child abuse or neglect. Maryland law requires that all educators and other school employees, including volunteers, report suspected abuse or neglect to the proper authorities in order that the student may be protected from harm and the family may be helped.

Sandy Spring Friends School complies with the Maryland law in this regard and requires that all faculty and staff report suspected abuse and/or neglect to the Administration. In turn, the suspected abuse must be reported to the Department of Social Services, Protective Services Division or to the local police department. At all times, the intent is to protect the student from harm by providing services to support and strengthen the student’s own family.

**After School Program**
All Middle School students must be supervised while on campus, our After School Program offers monthly themes, outings to cheer on games, nourishing snacks, study time and supervision. Students may enroll in ASP on a regular basis or drop in as needed. Students who are not picked up by 3:40 p.m. will be enrolled in ASP and given a snack. There is a fee for this drop-in service. Please refer to the Middle School Program Guide for more information about the After School Program. While on campus for such activities, students follow the same rules of behavior as during the school day.

**Additional Information**

**Lost and Found**
Lost and found boxes are located in the downstairs Middle School lobby and in the Athletic Center. When a personal article is missing, a student should check there first. If a piece of jewelry or an expensive or fragile item is turned in, it will be kept in a lost and found box in the Middle School Office. Periodically, unclaimed out-of-season items are collected, washed, and given to a nearby clothing distribution center.
Please read the General Information section first.

Daily Schedule

7:30 a.m.        Buildings open. Campus opens to day students
8:00 a.m.        Classes begin
3:35 p.m.        Classes end (Wednesdays at 2:35 p.m.)
3:45 p.m.        Team sports begin
5:40 p.m.        Sports practices end

After 3:45 p.m., faculty presence on campus diminishes significantly. All students remaining on campus after 3:45 p.m. are expected to be engaged in school-sponsored activities or academic study. The Library is open until 5:00 p.m. each day for research and individual study. Unless engaged in another space under adult supervision, students should congregate in either the library or the dining hall if they are going to remain on campus after 3:45 p.m. Students remaining on campus after 5:30 are required to wait in the dorm unless otherwise supervised by an adult faculty member. In recognition of the transitional nature of the year, ninth graders are discouraged from being on campus after the end of their last commitment.

Campus will be closed to day students at 11:00 p.m. every weeknight and 12:00 midnight on weekends when school is in session. The Upper School calendar indicates holidays and other closed campus days when student access to campus may be prohibited or limited.

Meetings for Worship are held from 12:00 p.m. to 12:40 p.m. on most Tuesdays and Fridays. Parents and other community members interested in attending Meeting for Worship should contact the US Dean of Students to arrange for attendance.

Upper School Statement of Philosophy

The Sandy Spring Friends Upper School is an independent, college-preparatory high school program under the guidance of the Religious Society of Friends (Quakers). Our community is designed to support and engage learners from diverse cultures and backgrounds as they partake in challenging educational activities. Faculty and students work to maintain a setting of trust and respect in which all members act with integrity and responsibility. Together we represent a dynamic, interactive community focused on academic, artistic, athletic, social, and spiritual education.

The Sandy Spring Friends Upper School provides an academically rigorous, supportive, and accepting commu-
nity characterized by close relationships among students and faculty. Quaker testimonies guide our policies and procedures, with emphasis on recognition and respect for individuals’ perspectives and differences. Within this environment, students are able to fully explore talents and interests. They become critical thinkers through a demanding academic curriculum, enriched arts program, inclusive athletics, service opportunities, clubs, and after school social gatherings. Student leadership and decision-making are encouraged and valued. The importance of diversity is supported by vibrant international and boarding programs which provide opportunities for students and faculty from a variety of cultures and backgrounds to interact both during and after school hours. Underlying all that we do in the Upper School is a commitment to the Quaker values of simplicity, equality, honesty, respect, peaceful resolution of conflict, and community involvement.

When Sandy Spring Friends School students graduate from the Upper School, they move on to higher education and the world at large as confident, responsible, and thoughtful citizens. Graduates understand their interdependence with communities, both local and global, as well as with the natural environment. They are open-minded, experimental, skilled, and curious. They have an understanding of practices in simplicity, tolerance, and non-violence. From the foundation of a strong and caring community, challenging intellectual pursuits, and enriching life activities, Sandy Spring Friends School students are prepared to become fully active, contributing members of the world.

Handbook Statement

Enrollment Contract
Upon admission to Sandy Spring Friends School, the student's parents sign an enrollment contract that serves as an agreement by the student and parents to adhere to the academic, behavioral, and social expectations of the School.

For students who participate in the boarding program as a boarding student, the Dormitory Handbook is to be considered an extension of this handbook and part of the agreement between the student, their parents, and the School.

Adherence to School Policies and Rules
Every school has basic assumptions and beliefs by which it operates. This Community Handbook articulates the values and expectations that are important at Sandy Spring Friends School. We welcome students and parents who see such an environment as conducive to the student’s academic and personal growth. No one is well served if students enroll who do not agree with these basic assumptions. By signing the Enrollment Contract, both students and parents agree to abide by and support the mission and policies of the School as outlined in this Community Handbook and the Boarding Student Handbook.
Upper School

During the first month of school, advisors will discuss elements of the School’s basic assumptions, as articulated in this Handbook, with their advisees. The Dormitory staff will highlight elements of the Boarding Handbook with boarding students at the start of school. However, students and parents are expected to review handbooks and be familiar with their contents and School expectations.

The School reserves the right to make changes to its policies and rules as needed, without notice.

Academic Program

Queries: Do I strive to develop my physical, emotional, and intellectual capacities toward fulfilling my given potential? Do I strive to share my talents and energy in all school activities? Do I seek to promote an environment where everyone can grow together toward Truth through a wide range of experiences?

Academic Responsibility

Responsibility for academic matters rests with the faculty and the Head of Upper School. The Head of Upper School, Department Heads, the Dean of Students, and the Assistant Head of Upper School for College Counseling meet periodically to discuss general academic concerns, make recommendations on policy, prepare proposals for faculty consideration, and consider special academic requests and proposals for new courses.

Graduation Requirements

To graduate from Sandy Spring Friends School a student must complete the following distribution requirements:

- English 4 years
- History 3 years, including American History
- Mathematics 3 years
- Science 3 years (should include at least 1 year each biological science and physical science)
- Arts 3 years, including Arts and Ideas, and in a minimum of two disciplines
- Foreign Lang. 3 years in same language
- Quakerism 1 semester (class for students new in 10th-12th grades, through advisory for 9th graders)
- Athletics/PE 4 years (minimum of 2 activities/year in 9th and 10th grades; 1 activity/year in 11th and 12th grades)
- Intersession 4 years, including one service Intersession

Community Service is also required for graduation, as described elsewhere in this handbook. Courses taken during Middle School can satisfy prerequisites but are not recognized for graduation credit.
**Enrollment Contract**

Upon admission to Sandy Spring Friends School, the student’s parents sign an enrollment contract that serves as an agreement by the student and parents to adhere to the academic, behavioral, and social expectations of the School.

**Semester System and Credits**

Sandy Spring Friends School operates under a semester system for academic and arts courses. Most courses for 9th and 10th grade students are a full year (two semesters) in length. A diverse selection of year-long and semester-length courses is offered in each academic discipline. Sandy Spring Friends School follows the Carnegie Unit of Credit system: a year-long course represents a minimum of 120 hours of class-time learning, and a semester-length course represents a minimum of 60 hours of class-time learning.

**Registration**

Registration for the next academic year takes place in the spring with advisors for returning students and during the spring and summer for new students. A student must have approval from the appropriate Department Head if he or she wishes to take more than one course in the same department in the same semester.

**Transfer of Credits**

Students who are transferring to SSFS from another high school may receive graduation credit for courses taken at their former school, at the discretion of the Upper School administration, as long as the courses are consistent with the college-preparatory program in the SSFS Upper School. Graduation credit will not be provided for courses taken while in middle school, even if they are equivalent to high school courses. Once enrolled in SSFS, students may take up to two courses (two credits) outside SSFS (such as for summer courses) for credit towards the SSFS diploma. The two credits must be from two different departments. Students who transfer to SSFS after 9th grade may take one course (one credit) outside SSFS for credit towards the SSFS diploma during their remaining tenure in the Upper School.

**Course Load**

The Upper School faculty seeks to guide students towards adopting course loads that allow them to successfully meet the multiple demands of academics, co-curricular involvement, family, involvement in non-school activities and organizations, healthy social/emotional development, and general well-being. Students should carefully weigh all of their commitments when choosing courses in order to seek the best balance between sufficient academic challenge and the stresses and conflicts arising from over-commitment. In general, experience has shown that five academic courses, plus arts and physical education commitments, are an appropriate and demanding college preparatory course load, and students are not encouraged to take more. With regard to academic course loads:
1. Each student is to carry a minimum load of six scheduling commitments (including academic classes, arts classes, and physical education requirements) each semester.

2. A student must have approval from the appropriate Department Head in order to take more than one course in the same department during the same semester.

3. A student must carefully consider the potential challenges and solicit the advice and approval from their advisor and the appropriate Department Heads before taking six or more courses in the same semester from among the following departments: English, History, Mathematics, French and Spanish, Science.

**Repeating a Course**

A student may not repeat a course for graduation credit, except in two situations. The first exception is in the Arts where certain courses, such as studio arts or performance courses, may be repeated as students develop greater skill in the same discipline. The second exception is in departments (including mathematics, French and Spanish) that require students to achieve a minimum grade in order to advance to the next course in a sequence, or to be eligible for an AP course. A student may be required to repeat such a course in order to achieve the required level of proficiency for advancement. In this situation, and upon successfully completing a course the second time, the student will only earn credit for the original coursework, and only the grade for the original course will be used in the calculation of a GPA.

**Changing Courses**

A student remains enrolled in a course (including sports teams and other athletics/PE classes) until the proper add/drop process is completed with the Upper School Registrar - students are enrolled in a course and continue to be accountable for the work in that course until the add/drop process is completed with the Registrar. Students seeking to add or drop a course should obtain an add/drop form from the Registrar; a student may add and/or drop a semester or year-long course only during the first two weeks of school and (for second semester courses only) the first week of second semester. After that time the student must seek permission of the teacher, Department Head, and Head of Upper School before dropping the course. The School expects that students commit themselves fully to courses. Changes after the add-drop period must be because the School has determined that the student is severely misplaced in the wrong level of course, the result of debilitating illness over an extended time, or other extraordinary circumstance as determined by the School. Generally, course drops for year-long courses are not allowed after the first marking period. If a student drops a course (with permission) after the add/drop period, a “WP” (withdrew passing) or “WF” (withdrew failing) is recorded on the student’s transcript and no credit is awarded.

**Class Schedule and Other Program Commitments**

The academic day begins at 8:00 a.m. and ends at 3:35 p.m. on Monday, Tuesday, Thursday, and Friday. On Wednesday the day ends at 2:35 p.m. Classes meet six times within a seven-day rotating schedule. Generally
twice a week all students attend Meeting for Worship in the School Meeting House. The weekly schedule also includes time for advisor group meetings, academic help, stewardship, and assemblies.

Interscholastic sports generally meet after the academic day with practices lasting until 5:40 p.m., with games often running later. Interscholastic teams may also require weekend commitments and/or preseason practices prior to the start of the school year. Performing arts courses typically involve after-school and weekend commitments, particularly near performance time. Students who want to be involved in multiple extra-curricular and out-of school commitments need to examine the total demand of these commitments and their balance with the academic demands of the SSFS program. Parents are encouraged to counsel a student so that he/she is not over-committed for too many activities.

Class Size

SSFS believes that small class size is beneficial to supporting the academic process. Upper School classes typically have between 10 and 16 students, but may be smaller or larger, depending on enrollment, space, and staffing factors. Classes that have extremely small enrollments may be removed from the schedule in a given year, at the discretion of the School.

Academic Expectations

To maintain good academic standing in the School, students must adhere to the following:

- Attend all classes, sports, Meetings for Worship, assemblies and advisory periods;
- Complete and submit all assigned work;
- Be honest in all work, not cheat, and never present work for credit which is not one’s own;
- Participate fully in classes and elective activities;
- Behave in a manner that promotes a positive learning environment for all.

Failure to honor these rules may result in academic and/or behavioral consequences, including loss of privileges, suspension, and/or expulsion.

Evaluation of Students

Teachers evaluate their students’ progress and achievement through a combination of assessments including homework, class work, special projects or presentations, lab work, papers, quizzes, major tests and final examinations. A conscious effort is made to recognize all student achievement. Students receive grades four times a year. Grades are accompanied by written comments from each teacher twice a year at the end of the first and third quarters. These written comments are for parent-school communication only and are not forwarded to other institutions unless requested by the parents or student. Copies of all evaluations are made available to the students and parents/legal guardians, and the local guardian (for boarding students, if applicable) through My BackPack.
Interims and Progress Reports
Progress reports are sent to students at any time during the quarter if the student is at risk of receiving a D or F at the end of the marking period. Progress reports also may be sent home at any time to communicate a significant positive or negative change in a student's academic progress. Formal Interims are sent at the mid-quarter to any student who has a C- or below at the designated evaluation point.

Interpretation of Grades - Letter Grade Descriptors
At the beginning of each course, teachers will provide written criteria that explain how teachers will determine grades for that course. Teachers take into consideration a number of factors when determining grades; these factors may include achievement (through tests, papers, labs, or projects) effort, participation, and citizenship. Different courses may require teachers to determine grades in different ways. The grades listed below serve to identify a sustained level of performance with regard to the criteria set out in the course:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>DEMONSTRATES SUPERIOR UNDERSTANDING</td>
</tr>
<tr>
<td></td>
<td>This grade represents consistently outstanding performance that demonstrates insightful and skillful use of important course concepts. Performance at this level signifies that the student is extremely well prepared to continue with more advanced study of the discipline.</td>
</tr>
<tr>
<td>B</td>
<td>DEMONSTRATES UNDERSTANDING</td>
</tr>
<tr>
<td></td>
<td>This grade represents performance significantly beyond the level necessary to achieve the major course objectives. Work is of high quality, but not consistently at an outstanding level. Performance at this level signifies that the student is well prepared to continue with more advanced study of the discipline.</td>
</tr>
<tr>
<td>C</td>
<td>SUGGESTS UNDERSTANDING</td>
</tr>
<tr>
<td></td>
<td>This grade represents an acceptable achievement of the course objectives. Performance at this level signifies that the student is reasonably well prepared to continue with more advanced study of the discipline.</td>
</tr>
<tr>
<td>D</td>
<td>SUGGESTS LACK OF UNDERSTANDING</td>
</tr>
<tr>
<td></td>
<td>This grade represents marginal performance. The student should consider remedial study or may be required to repeat the course, since this grade implies a lack of readiness to proceed with more advanced study of the discipline.</td>
</tr>
<tr>
<td>F</td>
<td>DEMONSTRATES LACK OF UNDERSTANDING</td>
</tr>
<tr>
<td></td>
<td>This grade reflects unacceptable performance. The student is not yet ready to proceed with more advanced study of the discipline and must repeat the course successfully to receive credit.</td>
</tr>
</tbody>
</table>

An honors grade (H) is reserved for singular work that not only exceeds highest expectation but also reveals deep and possibly new insight into the subject matter. Because of this, it transcends the superior understanding required of A level work.
**Interpretation of Grades - Numerical Grading Scale**

When determining letter grades for assignments, marking periods, or course grades from percentages, teachers will use the following numerical scale:

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>96.5%-100%</td>
<td>A+</td>
</tr>
<tr>
<td>92.5%-96.4%</td>
<td>A</td>
</tr>
<tr>
<td>89.5%-92.4%</td>
<td>A-</td>
</tr>
<tr>
<td>86.5%-89.4%</td>
<td>B+</td>
</tr>
<tr>
<td>82.5%-86.4%</td>
<td>B</td>
</tr>
<tr>
<td>79.5%-82.4%</td>
<td>B-</td>
</tr>
<tr>
<td>76.5%-79.4%</td>
<td>C+</td>
</tr>
<tr>
<td>72.5%-76.4%</td>
<td>C</td>
</tr>
<tr>
<td>69.5%-72.4%</td>
<td>C-</td>
</tr>
<tr>
<td>66.5%-69.4%</td>
<td>D+</td>
</tr>
<tr>
<td>62.5%-66.4%</td>
<td>D</td>
</tr>
<tr>
<td>59.5%-62.4%</td>
<td>D-</td>
</tr>
<tr>
<td>59.4% &amp; below</td>
<td>F</td>
</tr>
</tbody>
</table>

**Exams**

Comprehensive examinations are given in most courses at the end of both semesters. An exam may count for up to 15% of the semester grade. In some courses, an appropriate culminating exercise or project may substitute for the final examination. Seniors who have consistently strong performance in a class (85% average or better) are exempted from the final (June) examination. Exam times are scheduled for each course so as to avoid most conflicts. Students and families are expected to schedule vacations and travel around the exam schedule which is available no later than the start of the school year each year. Exams may not be taken at times other than the scheduled exam time unless approved by the Head of Upper School well in advance of exams, as a result of extraordinary, non-discretionary circumstances.

**Academic Probation**

Academic probation is a proactive program in the Upper School designed to serve as an early warning and safety net system. Its purpose is to identify emerging and potentially serious student academic problems, to formulate specific and tailored programs to assist students who encounter such problems, and to implement resulting programs with explicit requirements and goals so that students may succeed in overcoming academic problems. Academic probation includes participation in a supervised study time and weekly reports. Additional components of the academic probation program may include, but are not limited to, required attendance at specified academic help sessions, cancellation of participation in some or all field trips (to optimize class time), and required maintenance of an assignment/planner book.

A student will be placed on academic probation if he or she has multiple semesters in which he or she receives two or more grades below C-, or one failing grade. Academic probation and its consequences will ordinarily be
lifted if the student has no mark below C- on the next quarter or semester report.

Academic probation may be lifted in response to a specific petition of the student, if the student has demonstrated an ability to maintain academic performance at a C- or above. The Head of Upper School makes these determinations in consultation with the student's advisor and teachers and other faculty and staff directly involved.

If a student is placed on academic probation for two or more consecutive quarters, the student's continued enrollment may be questioned. A conference will be called, to be attended by the student, the student's advisor, the student's parent(s) or guardian and the Head of Upper School. Other attendees may include the teachers involved, the school counselor, the school nurse and any other faculty or staff with a direct interest.

Supervised Study and Weekly Reports: A student with grades below a C- in two or more subjects or an F in one subject in a marking period will be assigned to supervised study time (SST) during his or her free period. During SST the student is required to complete a study hall check-in sheet documenting what has been accomplished during the period. Absence from a supervised study time will be treated like an absence from an academic class. The teachers of the classes in which the student has received grades below C- will write weekly progress reports.

Promotion and Retention
Upper School students progress to the next grade level as long as they remain on track to meet SSFS diploma requirements during four years of high school. Students may not repeat a grade in the Upper School once they have matriculated. An exception to this may be made in the case of transfer students if there are compelling circumstances related to differences in academic programs between SSFS and the student's former school.

The Upper School faculty and staff seek success for every student. However, there may be situations where the match between the School's program/resources and a student's needs is in doubt. In these cases, every effort will be made to work cooperatively with students, parents, teachers, support staff, and others to provide a student the best opportunity for success. However, if a student's continued enrollment is in question, the School may withhold a student's re-enrollment contract, for social and/or academic reasons, until concerns are sufficiently addressed. Re-enrollment contracts, once issued, are conditional – the School may decline re-enrollment for a student at any time because of academic, social, psychological, emotional, or financial concerns.

Intersession
Intersession is a one- to two-week period in the spring when the School's normal routine is interrupted so that all students and faculty can participate in on- or off-campus educational projects or experiences. All Upper School students are required to participate each year, and at least one service Intersession must be completed.
prior to graduation. In the fall, students are given the opportunity to indicate the Intersessions in which they are most interested. The School makes the final placement, taking these requests into consideration as well as the student's demonstrated level of responsibility and discipline. Cost for Intersession is not included in tuition and ranges from inexpensive (under $400) to expensive (more than $1,200). Families eligible for financial aid for tuition may be eligible for financial aid for Intersession and should contact the Business and Finance Office for more information. During Intersession activities all school rules apply as stated in this Community Handbook.

**Independent Study**
Students who wish to pursue a topic beyond the level of the Upper School curriculum may propose the formation of a semester or year-long independent study course. Independent study courses are approved by the Head of Upper School and the appropriate department head, and may not significantly overlap with an existing course or program. Generally, an independent study is reserved for junior or senior students who have exhausted the offerings available to them in a particular department or discipline, and an independent study is expected to demand of a student at least as much time and academic demand as a scheduled course. Independent study courses must be sponsored by an SSFS faculty member who oversees the student’s work and assesses the student’s performance.

Independent studies must be requested by an extensive, formal, written proposal created by the student, with the help of the sponsoring faculty member. The proposal and approval process for an independent study must be completed prior to June 1 of the previous school year for first semester courses, or prior to January 1 for second semester courses. Students who are considering an independent study should consult with the appropriate department head and the Head of Upper School before beginning the formal proposal process to learn about all expectations for the written proposal and the actual independent study.

**Exemption from Physical Activity Requirement**
The Upper School physical activity requirement may be waived, at the discretion of the school, for outside athletic activities that meet the following criteria:
1. The student participates at an elite level in an activity not offered in the Sandy Spring Friends School physical education or athletics program.
2. The activity involves intense physical work, aerobic activity, or strength conditioning, for at least ten hours per week.
3. The activity is monitored by a coach who demonstrates the appropriate expertise for the competitive level played by the student. The coach may not be a student’s parent.
4. The coach provides written documentation of the student’s amount and quality of participation.

The Athletic Director, or his/her designee, in consultation with the Division Head, will make a determination
whether the student’s activity meets the above criteria. Any request for a waiver of the physical activity require-
ment is to be made to the Athletic Director, who will discuss the request with the Division Head. The request
must be made prior to the beginning of the semester during which the activity will take place.

**College Counseling**
The college application involves the student, parents, and the School. For this process to function successfully, all
three parties need to coordinate their efforts.

Sandy Spring students attend colleges from Ivy League to state colleges, from California to Maine. The most
important factor is matching the student with the appropriate school.

The College Counseling Office staff includes the Assistant Head of Upper School for College Counseling, the As-
sistant Director of College Counseling and the College Counseling Coordinator. This staff provides assistance to
students and parents regarding the college selection and application process. College guidance resources made
available by the Office include (1) a Peterson's Guide to Colleges computer program, listing over 1,800 colleges
and universities; (2) a bulletin board for current information on tests, visits by college representatives, important
dates and deadlines, and other announcements; (3) a selection of materials on career and college admissions
testing, and (4) the Naviance online college planning system.

Every year approximately 40 colleges send representatives to the School to talk with students directly about their
institutions and the programs they offer. Junior and senior students are encouraged to attend these college visits
and must arrange with teachers in advance if the visit will overlap with a scheduled class.

The Assistant Head of Upper School for College Counseling and Assistant Director of College Counseling also
schedules several student and parent nights by grade level to inform and assist students and parents with the col-
lege selection and application process. In addition, the College Office hosts a number of small group and individ-
ual meetings, workshops, and events for parents and/or students in support of the college process.

**Graduation**
Graduation is held annually on the Saturday following the last day of final examinations in June. Students must
have met all academic, extracurricular, and financial commitments in order to be eligible for participation in
graduation.

**Transcripts and Student Records**
Student transcripts are kept on permanent file in the Registrar’s office. The transcripts contain a record of the
accumulated grades and credits from the 9th grade to the 12th grade, the student's grade point average (GPA) for
each year, and the cumulative GPA. Written comments are not sent to colleges and other schools but are kept on file by Sandy Spring Friends School for four years after a student’s expected year of graduation from high school. Students may see their transcripts by request made to the Registrar.

The SSFS transcript shows semester and final grades, credits earned, and an unweighted GPA calculation. GPA calculations will be based on courses taken after matriculation at SSFS and will not include grades for courses taken prior to enrollment at SSFS. Grades and courses taken at other institutions are typically sent to colleges and universities along with the SSFS transcript. Standardized test scores (ACT, SAT, AP, etc.) are not part of the SSFS transcript. Colleges and universities typically expect students to have these sent directly from the testing agency.

Enrolled students may request that a copy of the transcript be sent to a college or other agency at no cost to the student. Such requests should be submitted in writing to the Registrar’s office. Alumni are charged $2 per transcript. Transcripts will not be released or shown to unauthorized parties. Transcripts will be withheld if a student has outstanding debts to the School.

Student Support Services

Consisting of registered nurses, learning specialists, and counselors, Student Support Services:

- Aims to assist students requiring help;
- Strives to maintain confidentiality on all forms, including electronic and written communication, conferences and phone conversations as outlined;
- Serves the Student Resource Teams (SRT) and seek out the advice of these teams when necessary;
- Addresses many health, learning and counseling issues;
- Provides referrals to outside resources including therapists, psychiatrists, pediatricians, academic tutors, and/or organizational tutors when situations arise beyond the capability of the student support position.

STUDENT SUPPORT

Queries: Do I respect “that of God” in every person? In what ways do I accept and appreciate differences among all members of the community?

Advisors

Advisors play an important role in the life of a student at Sandy Spring Friends School. Each student has a faculty advisor who is particularly involved in the student’s academic, social and emotional welfare and progress. Advisors maintain close contact with their advisees in an effort to support them and to act as a liaison between the advisee and parents, classroom teachers, and other school personnel. Should an advisee need to meet with the Dean of Students or go before the Procedures and Discipline Committee for a rule violation, advisors are
present. They also assist their advisees in course selections for the following year.

Advisors meet regularly each week with their advisees to maintain close contact and support. Additionally, advisors monitor attendance at Meeting for Worship, assemblies, and advisory meetings.

After each grading period, the advisor meets with advisees to review and discuss grades and comments. Advisors may schedule conferences or communicate with parents or staff if necessary. Advisors write summary comments at the end of each grading period.

Advisors are assigned by the Head of Upper School based on student preferences and input from the faculty. A student may request a new advisor by discussing his or her concerns with the Head of Upper School.

**Student Resource Team (SRT)**
The Student Resource Team meets weekly and works to coordinate resources and services to support individual student needs: academic, behavioral, social, and/or spiritual. Teachers, parents, and SSFS staff can consult with individual members of the Resource Team. Members of the Student Resource Team are described below or elsewhere in this handbook. Other members of the faculty and staff may participate in SRT discussions as required to best identify the needs of individual students.

**Head of the Upper School**
The Head of the Upper School oversees all aspects of the Upper School program including faculty, curriculum and the academic program, and keeps an eye on students’ academic progress.

**Dean of Students**
The Dean of Students for the Upper School, among other responsibilities, oversees student life, student leadership and governance, discipline, and attendance. The Dean oversees the Procedures and Discipline Committee and TORCH.

**Learning Specialist**
The Upper School Learning Specialist is responsible for assisting teachers to understand the needs of individual students and how to best meet their needs. This may include reviewing psycho-educational testing reports in order to glean information helpful to meeting the needs of a student within the SSFS program, and writing a summary of the learning strengths and challenges for every student who has psycho-educational testing. This summary is provided to the student’s advisor and teachers. The learning specialist also acts as a liaison between outside tutors and Sandy Spring Friends School teachers, and implements short-term study skills with students when appropriate.
School Counselors
Informal counseling for a student or his or her family is available through school counselors. The Upper School has a full-time counselor who services the day student population and a part-time counselor who services the boarding student population. A student can confidentially self-refer or can be referred by a teacher, advisor, Dean of Students, Division Head or parent(s). The School Counselor does not provide long-term or ongoing therapy. A parent/guardian will be contacted by the counselor if a student needs to be referred to an outside professional for evaluation or long-term support. The School Counselor also oversees the Upper School health and wellness programs and curriculum.

School Nurse
The school Nurses are responsible for monitoring the health of SSFS students, providing first aid, maintaining health records, administering medication on campus, consulting on health and wellness matters with students and faculty, and providing health screenings. In addition, the Nurse may be a source of referrals to off-campus professionals as needed by students, and may also work closely with the school counselors to best meet student health needs.

The Director of Ninth Grade Program
The Director of Ninth Grade Program is responsible for academic and co-curricular dimensions of ninth grade students. The Director convenes meetings of the Ninth Grade Team, oversees organization of the ninth Grade Trip as well as the ninth grade Intersession trips, and works with advisors to monitor the progress of all students in the ninth grade.

The Director of the International Student Program (ISP)
The Director of the International Student Program oversees all aspects of the ISP and student experience within that program. The Director is responsible for the English as a Second Language curriculum, ISP trips and co-curricular programs, and monitors the progress of all students in the ISP. The ISP is described in great detail elsewhere in this handbook.

Grade Level Deans
The Grade Level Deans are responsible for monitoring the overall well-being of the students in the assigned grade, individually and collectively, including academic progress, minor disciplinary issues, and attendance. The Grade Level Deans report to the Dean of Students for matters related to the Dean’s role.

Director of Residential Life
The Director of Residential Life oversees all aspects of student residential life on campus and in the Homestay Program, supervises the dorm staff, and coordinates dormitory and residential life matters with other parts
of the school community. The Director, along with the dormitory staff, monitors the progress of all students who participate in our boarding program. In addition, the Director coordinates involvement of on-campus and off-campus faculty in the life of the dorm. Additional information about the Residential Program can be found elsewhere in this handbook.

The College Counseling Office: (See description of College Counseling under Academic Program, page 77.) The College Counseling Office staff includes the Assistant Head of Upper School for College Counseling, the Assistant Director of College Counseling and the College Counseling Coordinator. This staff provides assistance to students and parents regarding the college selection and application process. College guidance resources made available by the Office include (1) a Peterson's Guide to Colleges computer program, listing over 1,800 colleges and universities; (2) a bulletin board for current information on tests, visits by college representatives, important dates and deadlines, and other announcements; (3) a selection of materials on career and college admissions testing, and (4) the Naviance online college planning system.

Health Services

Please read description of School Nurse role under Student Support Services, page 114.

Illness

When a student is ill, please keep him or her home from school. It is difficult for a student who isn’t feeling well to learn. In addition, a sick student may infect other students. A student should stay home if he or she has had any of the following within the last 24 hours:

- A temperature of more than 100 degrees
- Nausea or vomiting
- Diarrhea
- A temperature of more than 99 degrees and exhibiting any of the following symptoms:
  - Persistent cough
  - Severe headache
  - Earache
  - Severe sore throat
  - Rash or infection of the skin
  - Red or pink eyes

If symptoms are severe or persist for more than 24 hours, parents should contact a family physician. If a student develops any of these symptoms while at School, a parent or guardian will be asked to come and take the student home.
A student who has a bacterial infection should not return to School until he or she has taken oral antibiotics for 24 hours. Similarly, a student who has an elevated temperature should not return to School until the temperature has been normal (below 99 degrees) for 24 hours.

Parents are reminded to call the Lower, Middle, or Upper School office in the morning to report any absences due to illness. If a student has a communicable disease, other parents will be contacted via a letter to inform them of the diagnosis but names are not given. In some cases, the School must also report the incident to the Montgomery County Health Department.

The parent or guardian is asked to contact the school Nurse for students who are absent for three or most consecutive days. A note from the physician or health care provider will be needed to return to school.

**Injury**

Please notify the Health Center about an injury occurring away from school that would affect your child’s ability to participate in physical education, sports, or any other school requirement. To return to full participation a note from your child’s physician is needed, especially for sports activities.

**Medical Records**

Sandy Spring Friends School follows the standards set forth by the Maryland Department of Health and Mental Hygiene regarding the required immunizations. These requirements are contained in the Code of Maryland Regulations (COMAR).

The Health Center oversees the administration of health care records, including a medical waiver form, and supervises on-campus care for boarding students (residential life program). To comply with state regulations and SSFS policy, a student may not attend Sandy Spring Friends School without an up-to-date immunization record.

The following medical records must be on file in the Health Center: Medical Emergency Form, Physical Form, Health History Form, Immunization Form, and Medical Order Form (if applicable). It is SSFS’s policy that these forms must be completed annually before August 1, or the first school commitment (field trips, sports practices, etc.), if the school commitment precedes the August 1 deadline. Without these forms, your child will not be able to participate in school activities, and students will not be able to attend classes if the required forms have not been submitted. The Immunization Form and Health History Form must be submitted when initially admitted to the school, when a student changes school division (LS to MS, MS to US), or when a student has updated immunizations or a change in health status. Medication Order Forms are required to administer any medication not found on the bottom of the Medical Emergency Form during school hours or a school trip.
All forms are available online via SchoolDoc (www.schooldoc.com). Usernames and passwords are sent to families by email. The Medical Emergency and Health History Form information may be submitted online. Forms requiring a physician's signature should be scanned and uploaded via SchoolDoc.

**Medication**

All medication to be dispensed during the school day must be brought to the School Nurse by a parent or guardian in the original prescription bottle and with the completed Medication Order Form. The student's name, medication name, dosage and times of administration listed on the bottle MUST match the Medication Order Form that is signed by the doctor in order for the Nurse or medication technician to legally administer it. The School Nurse is responsible for overseeing the administration of medication according to the physician's order. Any over-the-counter medication (OTC) that is not listed on the Emergency Form must have a signed Medication Order Form for that medication to be administered at school. No student may self-administer medication including OTC medications such as Tylenol and Advil.

Only Emergency Medications such as an Epi-Pen or Inhalers may be self-carried and self-administered (Middle and Upper School only), but the appropriate area must be checked off on the Medication Order Form. Each time a medication is administered; the date, time and amount are recorded and initialed by the Nurse or a trained medication technician.

**Pediculosis (Head Lice)**

Due to the highly transmittable nature of head lice, students will be sent home for treatment if nits are discovered. The school Nurse may check the heads of individual students, the class, or other groups when requested by the teacher or Head of Upper, Middle, Lower School or Dorm. Parents are encouraged to consult their family physician for the treatment of lice for the health of all students. A student who has been sent home for head lice must be nit free before returning to School. On the day after treatment and nit removal, the student must be brought to the School Nurse accompanied by a parent and cleared by the Nurse before going to class.

**Communicable Diseases**

If your child's healthcare provider diagnoses your child with a communicable disease please immediately call the Nurses in the Health Office. A note is required from the healthcare provider permitting your child to return to school. Some of the most common communicable diseases are as follows:

1. Conjunctivitis (pink eye)
2. Fifth disease
3. Hand, foot, and mouth disease
4. Impetigo
5. Meningitis, both viral and bacterial
6. Ringworm
7. Streptococcal disease  
8. Mononucleosis

Once a communicable disease is diagnosed, a note containing the type of communicable disease, signs, symptoms and preventative care is sent home to child's class. It's important to note that confidentiality is respected and information identifying the student is not included in the note.

**Vision and Hearing Screening**
The Montgomery County Health Department requires the school to screen all students in kindergarten, 4th grade, and 8th grade, and any students new to Maryland Schools. The screenings are performed by the school nurse and any abnormal results are sent to the Montgomery County Health Department. Any concerns are reported in writing to parents. A copy of the results from the screening are kept in the student's health file. There is no charge for this service.

**Harm to Self and/or Others**
Consistent with the Maryland Court of Appeals Decision of 1991, Sandy Spring Friends School policy states: If a student has expressed thoughts, intentions or actions in a manner determined to be endangering his/her own safety or the safety of others, the student will be asked to go to obtain an immediate assessment. A counselor will be called to meet the student in the Health Center and division administrator will be informed of the situation. A determination will be made as to whether the student will leave campus by ambulance or in the care of parent/guardian. SSFS staff will not transport a student to the hospital or crisis center, but may accompany the student if needed.

Prior to returning to the campus, the student must:
1. Be assessed by qualified health care professional(s) and determined to be safe on campus.  
2. Give permission for school designee to consult with the health care professional(s) to develop a plan for return.  
3. Meet with parent(s)/guardian and school designees to develop follow-up plan.

**Reporting of Suspected Child Abuse or Neglect**
Occasionally, there are factors in a student's appearance and behavior that lead to suspicions of child abuse or neglect. Maryland law requires that all educators and other school employees, including volunteers, report suspected abuse or neglect to the proper authorities in order that the student may be protected from harm and the family may be helped.

Sandy Spring Friends School complies with the Maryland law in this regard and requires that all faculty and staff
report suspected abuse and/or neglect to the Administration. In turn, the suspected abuse must be reported to the Department of Social Services, Protective Services Division or to the local police department. At all times, the intent is to protect the student from harm by providing services to support and strengthen the student’s own family.

Confidentiality
Student Support Services (SSS) aims to actively assist students requiring help. When information is gained about an Upper School student, either through self-disclosure or through community referrals, every effort is made to honor the student’s confidentiality. The team strives to maintain confidentiality in all forms, including phone conversations, electronic and written communication. However, if it is determined that a student's or another person’s emotional or physical health or safety is at risk, the oath of confidentiality is no longer binding and appropriate persons will be notified with the ultimate best interest of the individual in mind.

Finally, it is important to note that the first step in dealing with any situation is to work with the students and family to meet their needs. The members of the Student Support Services team are also part of the Student Resource Team in the Upper Schools and seek out the advice of these teams when necessary.

Community Life

Queries:  Do I participate fully in the life of the school and strive to be accountable for my words and actions? Do I take advantage of opportunities for service and to create a harmonious, spiritual, integrity-based community? Do I strive to eliminate prejudices, such as those related to race, religion, cultural heritage, gender, age, sexual orientation, and economic condition? Do I come to Meeting for Worship with heart and mind prepared?

The community and spiritual aspects of life are recognized as essential components of the education of our students. The School works to strengthen these areas in a variety of ways. The programs and services listed below are important aspects of the Sandy Spring Friends School community experience.

Meeting for Worship
On Tuesdays and Fridays students and faculty gather to worship together in silence. Students sit with their advisory group. Attendance at Meeting for Worship is required.

Meeting for Worship plays a central role in the life of the school community. Worship is a time to seek Divine insight and to nurture loving relationships. Centering in silence, the individual can be free in mind and spirit. Some may experience a mental respite, while others may feel the strength of the school spirit within the gathered
community. The ultimate goal, however, is to experience a worshipful unity with what Friends refer to as “that of God” or “the Light.” Self-discipline is required by all to provide a positive spiritual environment.

Silent worship allows each person to use this time to reflect inwardly rather than to serve as a programmed religious ritual. Although it may take some individuals years to acquire a sense of identity with the school community at Meeting, others quickly find this the central core of the Sandy Spring Friends School experience and look forward to the time of shared quiet.

**Annual Traditions**

Annual traditions in the Upper School include a number of school-wide events and celebrations, such as Community Day, three annual All-School Assemblies, Earth Stewardship Day (in recent years), the Strawberry Cowbake, and Graduation. In addition, the following traditions are observed in the Upper School each year:

**9th Grade Trip:** Each year, before the start of classes, the entire ninth grade participates in a week of outdoor experiences. This trip allows new and returning students to meet new friends, get to know the Ninth Grade Team members, and prepare for the start of high school. The Ninth Grade Trip is organized and run by the Ninth Grade Team.

**Pre-K, K, 1/Senior Buddies:** Each year the members of the senior class pair up with students in the Pre-Kinder- garden and Kindergarten grades. Together these students share time together and a number of experiences, including all-school assemblies.

**Intersession:** Although Intersession is an educational program, it also represents a tradition with roots in the earliest days of the School. Intersession provides students an opportunity to experience learning outside the classroom, develop new friends, serve other communities, and work with teachers in a setting outside the traditional classroom setting. Intersession is described in greater detail elsewhere in this handbook.

**Sophomore Olympics:** The Sophomore Olympics connects students and the 10th grade curriculum in a creative and entertaining way. Occurring on a spring day on short notice, teams of 10th grade students compete in a variety of “Olympic” events, typically including the javelin throw and chariot races. The Sophomore Olympics traditionally ends with a tug-of-war face-off between the sophomores and the seniors.

**Holiday Dinner:** On the last day of classes before the winter break, students participate in a special assembly, followed by a special holiday dinner hosted and served by the Upper School faculty and staff.
Student Government

Torch is the decision-making body of student government at Sandy Spring Friends School. All representatives to Torch must be members in good academic and behavioral standing with the School. Student government at Sandy Spring Friends Upper School is patterned after Friends Meeting for Business. Torch is comprised of an executive committee consisting of a clerk, assistant clerk, representatives to faculty committees and administrative offices, two international student representatives, a dorm representative, and two day and two boarding representatives to the Procedures & Discipline Committee. In addition, the executive committee is supported by two representatives from the 11th and 12th grades and three representatives from the 9th and 10th grades. The clerks conduct regular meetings to discuss issues that are important to the class, the student body, or the School as a whole.

Business items can be brought to Torch by any of the representatives at the request of an individual or the group they represent. Torch also sets the agenda for monthly town meetings, which include all students and staff, and sponsors school events throughout the year. The recording of meeting minutes is a shared duty distributed among Torch members.

In the spring of each year the Torch Committee serves as the nominating committee for the at-large representatives for the coming year as well as representatives to the Procedures and Discipline Committee. The slate of nominated candidates will be presented to the town meeting.

The class representatives, international student representatives, and dormitory representatives are selected through a similar nomination process. These groups may select a nominating committee for this purpose or may use the nominating committee of the whole.

Procedures and Discipline Committee (P&D)

Students, faculty, and administrators participate collectively in reinforcing behavioral expectations and establishing behavioral guidelines for the Upper School through the Procedures and Discipline Committee. The P & D Committee includes four students (two dorm and two day), as well as two alternates appointed by the student body, two teachers and one faculty alternate appointed by the Upper School faculty, the Director of Residential Life, and the Dean of Students. The Dean of Students convenes and clerks meetings of the P & D Committee. The committee's primary charge is to recommend to the Dean of Students consequences for students who violate existing rules and procedures that could result in substantial disciplinary consequences, including suspension or expulsion. (For a complete description of the procedures used during a disciplinary P&D meeting see “Level 2 Infractions” described on page 124.)

Furthermore, P&D is charged with helping the community define the rules by which we govern our daily lives at
SSFS by developing recommendations for Upper School disciplinary policies. These recommendations are then submitted to the US faculty for approval before incorporation into the Community Handbook.

Members of the community who have suggestions for improving the disciplinary practices of the School are encouraged to speak to their representatives on the committee, or to contact any member of the committee about the possibility of attending a P&D policy discussion meeting.

**Ninth Grade Program**

Students in the ninth grade, in recognition of the transition they are making to their high school years, benefit from many facets of the Ninth Grade Program. This program is physically centered in the Ninth Grade Hall, the location of student lockers, mailboxes, and some classes for ninth graders. The Ninth Grade Team represents the core of teachers ninth graders may have, and these teachers serve as advisors for the ninth grade. The Team organizes the Ninth Grade Trip, Intersession trips for ninth graders, as well as Quakerism, health and wellness, service, and social programs. The Ninth Grade Team also meets on a weekly basis to plan programs and to monitor student progress.

**International Student Program**

The International Student Program (ISP) provides international students the opportunity to experience and become comfortable with American culture and language. The program enhances the international character of the SSFS community, promoting an understanding and acceptance of others across national and cultural differences.

International students are placed in English for Speakers of Other Languages (ESOL) classes and/or regular classes according to their level of English proficiency, as determined by the Director of the International Student Program and ESOL Department Chair, in conjunction with the Head of Upper School. Sandy Spring Friends School offers ESOL English classes, an ESOL/English transition course, ESOL Science, ESOL American History, ESOL World History, and ESOL World History II. All students receive preparation and practice for the TOEFL and other standardized tests.

International students are placed in English as a Second Language (ESL) classes and/or regular classes according to their level of English proficiency, as determined by the Director of the International Student Program, in conjunction with the Head of Upper School. Sandy Spring Friends School offers ESL English classes, an ESL/English transition course, ESL Science, ESL American History, and ESL World History. All students receive preparation and practice for the TOEFL and other standardized tests.

New students to ISP are required to attend the Young Global Leaders program, a six-week English language and acculturation residential program that focuses on academic English in all of the skill areas (listening, speaking,
reading and writing) in preparing participants for college preparatory level coursework. Students are offered numerous experiential learning opportunities to more fully develop and apply their English language in becoming acculturated to life in the U.S., including the educational system and by living in our residential boarding (dormitory) program. New and returning international students also attend an ISP orientation, beginning the Wednesday before classes begin in the fall. Ninth grade ISP students are required to participate in 9th grade five-day trip in August and tenth through twelfth grade students are required to participate in an Upper School orientation on the day before school starts. These activities are opportunities for students to meet and spend time with both returning ISP students and American students.

Throughout the year, international students are expected to participate as fully as possible in the wide variety of opportunities Sandy Spring Friends School has to offer. Athletics, fine arts, dormitory activities, community service, and school clubs and committees are excellent ways for international students to integrate into the community as well as to improve their English skills.

ESOL and International Student Program faculty meet regularly with international students to provide assistance and support in all areas of the students' lives at Sandy Spring Friends School.

For a more complete description of the ISP Program and its guidelines, please see the ISP Handbook.

### Community Service

The purpose of the community service program at Sandy Spring Friends School is to respond to the needs of others, and to thereby enrich the School community and the lives of its members. Every Upper School student at Sandy Spring Friends School is expected to perform a combination of community service to those outside the school community and stewardship to the Sandy Spring Friends School community.

The graduation requirement is 100 hours including 80 hours of service to the school and organizations locally, nationally, and globally, as well as the completion of 20 hours on a designated service intersession. This 100-hour requirement is pro-rated for students entering the Upper School after their freshman year as follows:

<table>
<thead>
<tr>
<th>Grade/Semester of Entry</th>
<th>Comm. Service Hours</th>
<th>Intersession Hours</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>9th/1st Semester</td>
<td>80</td>
<td>20</td>
<td>100</td>
</tr>
<tr>
<td>9th/2nd Semester</td>
<td>69</td>
<td>20</td>
<td>89</td>
</tr>
<tr>
<td>10th/1st Semester</td>
<td>62.5</td>
<td>20</td>
<td>82.5</td>
</tr>
<tr>
<td>10th/2nd Semester</td>
<td>50</td>
<td>20</td>
<td>70</td>
</tr>
<tr>
<td>11th/1st Semester</td>
<td>40</td>
<td>20</td>
<td>60</td>
</tr>
<tr>
<td>11th/2nd Semester</td>
<td>28</td>
<td>20</td>
<td>48</td>
</tr>
<tr>
<td>12th/1st Semester</td>
<td>25</td>
<td>20</td>
<td>45</td>
</tr>
</tbody>
</table>
Community Service Requirements:

- Should be approved by the Community Service Coordinator before the project is begun.
- Must include one service-oriented Intersession before graduation in addition to the 50-hour requirement. Any service over 20 hours during Intersession may be added to the total service hours required. All hours of any additional service-oriented Intersessions will be included in the total hours needed for graduation.
- Must offer no pay or academic credit.
- Must be supervised by an adult other than the student’s parent.
- Should include a significant portion of the service time in direct contact with people in the community served.
- Must be performed for any organization (or person) whose purpose is that of service to the community and for which (whom) volunteers perform an essential service. The following activities ordinarily would not qualify for the School’s service requirement: work for a political candidate or office-holder, work for political action groups, or work for groups whose programs are not consistent with Quaker philosophies.

The Community Service Coordinator will give students a number of reminders about the number of hours they need to accumulate and the advisor and parents will be contacted as necessary. Certain of the guidelines may be waived if a project is deemed worthwhile by the Community Service Coordinator. Seniors will not be permitted to begin their second semester classes if they have not completed the community service requirement.

Academic Guidelines

Academic Honesty

Students are expected to use their own intellectual and creative talents in meeting course requirements. Individual thought and development should be the guiding principle in a student’s academic work, and honesty in all matters is a fundamental School and Quaker value.

Plagiarism (described below) and other forms of cheating obstruct the learning process and hinder personal growth. Academic dishonesty can take many forms, including but not limited to copying another’s homework, using unauthorized sources (such as translator programs for French or Spanish assignments), possessing crib sheets or unauthorized notes for tests, looking at another’s paper during a test, obtaining advance copies of tests or quiz questions, or any unauthorized use of an electronic device during a test. Students using electronic equipment, such as laptops, to assist in test taking or other classroom assignments, may not access information stored in that equipment without permission from the teacher. Plagiarism, cheating, and other forms of academic dishonesty will be viewed as a serious breach of academic trust. Cooperative learning is used in several classes; students need to understand the distinction between this process and plagiarism.
Plagiarism is the unauthorized use or imitation of another person's language, ideas, or thoughts. This includes the following:

- Copying from published materials (including the Internet and other electronic sources) or from another student's work.
- Presenting someone else's ideas in a paper or presentation without the use of footnotes and bibliography.
- Presenting another person's homework, lab report, journal or project as his or her own.
- Using another person's ideas, words, or work in the completion of any graded assignment (test, report, project) without the teacher's permission or without a footnote or otherwise making obvious the source of the information.

In cases of suspected academic dishonesty, the teacher will consult with the Dean of Students. The Dean of Students will gather information and determine if the action is a violation of the academic honesty policy. Consideration is given to the developmental level of the student and their exposure to our research and writing curriculum. In a student's first violation of the policy, the student may receive a zero on the assessment and will meet with his/her teacher, advisor, and the Dean of Students to discuss the incident. Situations of academic dishonesty may be referred to the Procedures and Discipline Committee, at the discretion of the Dean of Students.

A second offense of this nature during a student's tenure at Sandy Spring Friends School may result in a hearing with the Procedures and Discipline Committee and/or an administrative meeting leading to more serious consequences, such as failure of a marking period, suspension, or expulsion.

A third offense of academic dishonesty will likely result in expulsion.

Students involved in violations of rules for standardized testing, such as SAT, PSAT, ACT, AP, or TOEFL tests, will be subject to disciplinary action, including suspension or expulsion, at the discretion of the School.

Behavioral Guidelines & Policies

Queries: Do I strive to “Let My Life Speak?” Do I strive to act responsibly, courteously, respectfully, and honestly at all times? Do I practice simplicity in speech, dress, and manner of living? Do I take full responsibility for my actions and promote this in others?

Sandy Spring Friends School endeavors to create and nurture a community based on honesty, integrity, respect, simplicity, service, non-violence, and stewardship of the environment. The foundation of our community life at SSFS is built on the Friends belief that there is “that of God in every person.” This belief in the worth and dignity of each individual inspires us to value and honor each person’s unique gifts. At the same time, we expect each in-
individual to become a contributing, cooperative member of our community. Just as individuals in the community can expect it to support them when the need arises, so, too, does the community expect the individuals within it to uphold its standards. In the event that an individual’s behavior comes in conflict with the expectations of the community, ultimately the community’s expectations must prevail.

Upper School students have the additional responsibility of setting positive examples for younger students on campus. With more maturity comes more freedom; with more freedom come higher expectations of appropriate conduct. As such, the Upper School disciplinary system emphasizes taking responsibility for one’s actions. It is based on the belief that, with support and guidance, students will do what is right. When they do not, the School tries to design consequences that promote learning and that recognize that the actions of one individual impact the whole community.

Off-Campus Behavior

In keeping with our goals of promoting strength of character, integrity, and honesty, we hope and expect that students will behave in a manner that reflects a respect for themselves and others whether they are engaged in school activities or not, on-campus or off. The School does not actively monitor non-school related activity because we believe that families and community enforcement agencies have the primary responsibility for supervising and responding to inappropriate student behaviors that take place off-campus. However, should a student’s off-campus actions threaten the well-being and safety of the School community, we reserve the right to administer disciplinary consequences and/or require other mandatory interventions. These could include, but are not limited to, harassment of other students on the internet or elsewhere, alcohol and drug use or sale, physical violence, or other illegal activity. Consequences will be determined using our standard disciplinary procedures and could include the full range of disciplinary consequences described in the Disciplinary Procedures section.

Bullying Policies

Bullying is behavior that harms an individual’s physical, emotional or mental well-being. This aggressive behavior is repetitive and intentional, and can take many forms. Relational aggression is a form of non-physical bullying meant to damage relationships or reputations. The same bullying and relational aggression guidelines apply to our virtual world on the internet and our actual world in school. The line between these two worlds is often blurred, especially on social networking sites. The following community expectations apply to both.

Expectations:
The Bully – Bullying has no place in a Quaker community where respect and integrity are fundamental values. Self-reflection through peer counselors, the school counselor or other trusted community members is encouraged.
The Target – The target should avoid retaliation. If comfortable, the target should attempt to communicate
non-aggressively with the bully. It is important to report the bullying incident to a trusted adult in a clear and timely fashion. Mediation through peer counselors, the school counselor or the administration is available. The Bystander – Intervene at the time of the incident if appropriate and, if necessary, communicate with a trusted adult. After the incident, consider reaching out to the target in a supportive way.

**Consequences for Bullying Behavior:**

The following responses to bullying behavior will be decided upon by The Procedures and Discipline Committee and, when appropriate, the Upper School Administration. The goal of these consequences is to reduce the risk of repetitive negative behavior and to deter others from following the same path. As instances of general bullying and relational aggression can take very different forms, they will be handled on a case by case basis. Adequate time will be taken to speak with all parties involved with an emphasis on the resolution of conflict. Possible courses of disciplinary action include the following:

**First Incident**
- A meeting with the Advisor and the Dean of Students, or the Head of the Upper School
- A call to parents from the Dean of Students
- In serious cases, a meeting with The Procedures and Discipline Committee (P&D)

**Second Incident**
- Most often, a meeting with the P&D Committee
- Loss of school privileges (i.e., driving, free period, etc.)
- Community Service
- Behavior contract
- In-school suspension
- Depending on severity, an out-of-school suspension

**Third Incident**
- Meeting with the P&D Committee
- Very likely, an out-of-school suspension
- Depending on severity, expulsion

The Upper School administration, in consultation with the Procedures and Discipline Committee, will decide the appropriate consequence. Serious and/or repetitive actions will demand an immediate and equally serious response.

NOTE: Parents and students should take note that the Upper School is required to notify colleges of all signifi-
cant disciplinary proceedings involving applicants.

**Sexual Harassment**
There is no place for actions or comments that could be interpreted by another as sexual harassment. Sexual harassment includes but is not limited to unwanted attention, advances, or physical contact, sexually-oriented kidding, teasing, joking, graphic comments about an individual’s body, derogatory or demeaning comments about women or men or sexual orientation, or display of objects or pictures which are sexually derogatory or demeaning. The School shall make the final determination whether an action or expression falls within the above description. Students who engage in sexually harassing behaviors will be subject to disciplinary action, including suspension and/or expulsion.

**Condoning Policy**
It is the School’s expectation that each of its members will maintain a high standard of honesty and integrity, especially while on campus or participating in school functions. Collectively, we all have a responsibility to uphold the rules and guidelines that govern our community and upon which we have agreed to abide. It is only by maintaining and enforcing this expectation that we, students as well as faculty, can preserve our shared community values. Therefore, when students are confronted with situations or individuals that challenge these standards or violate school rules, they are expected to take appropriate action (i.e., removing themselves from the situation) or face similar penalties as the primary offender.

**Illegal Drugs, Alcohol, and Tobacco**
At Sandy Spring Friends School our students are encouraged to “let their lives speak” in meaningful and productive ways. The use of illegal drugs, alcohol, and tobacco hinders the ability of students to fulfill this goal by impairing judgment, decreasing motivation, weakening relationships, and impeding students’ ability to learn. Just as importantly, it is illegal in Maryland for anyone under the age of 21 to be in possession of or under the influence of illegal drugs or alcohol. It is also illegal for anyone under the age of 18 to possess or to use tobacco products. Therefore, SSFS is a drug, alcohol, and tobacco-free campus, and no use, possession or distribution of these products is allowed on campus or on any adjoining properties.

The School actively educates students about the effects of substance use and attempts to prevent students from engaging in these behaviors through preventative programming organized through the counselor’s office. In addition, faculty and staff offer non-punitive support in addressing issues related to substance use to students who seek help.

However, students who choose to violate the school’s substance-free policy endanger themselves and threaten the safety and security of the community. Consequently, they are subject to substantial disciplinary conse-
quences should an infraction occur. Selling, buying, or distributing drugs or alcohol on campus or any adjoining property is considered a Level 3 infraction and will likely result in expulsion. The illegal use or possession of drugs, alcohol, tobacco, and/or paraphernalia on campus, on any adjoining properties, or in conjunction with a school-sponsored event properties is a Level 3 infraction and may result in suspension and/or expulsion. Students are required to be substance-free at all school-sponsored events. Students found to be under the influence of an illegal substance will face disciplinary consequences. Students who remain in the presence of others who are involved in any of the activities noted above may receive similar consequences regardless of whether they were directly engaging in those activities, as per our condoning rule (below). Students may also be required to participate in random drug testing, attend educational programs geared toward informing teenagers of the effects of illegal use of drugs, alcohol, and tobacco products, or obtain professional therapeutic intervention. Parents and the School will work together to find a program that meets the School’s requirements. The parents will be required to pay all fees related to the programs. Should a student be required to obtain off-campus therapeutic intervention or assessment as a result of disciplinary or non-disciplinary action, prior to returning to the campus, the student must:

1. Be assessed by qualified health care professional(s) and determined to be safe on campus.
2. Give permission for school designee to consult with the health care professional(s) to obtain the results of any assessments or test performed, assess any continued concerns, and develop a plan for return.
3. Comply with the recommendations for treatment, counseling, and/or follow-up provided by the health care professionals, and permit the School to verify compliance.
4. Meet with parent(s)/guardian and school designees to develop follow-up plan.

Upon return after therapeutic intervention, the School reserves the right to require additional assessment, random drug testing, or therapeutic intervention at any subsequent point during the student’s tenure at SSFS should the School perceive such a need.

**Breathalyzer and Other Drug Testing**

The Dean of Students or a designee may require a student to be drug tested at any time if there is a concern that the student may be under the influence of alcohol or other drugs at school or a school-sponsored event. Drug testing may be performed using a breathalyzer or by analyzing saliva, urine, or blood. Urine and blood samples will be collected at a hospital or other medical facility. A breathalyzer test may be administered on campus or at school events. Saliva and Breath samples may be collected on campus or at School events. Failure to consent to testing, or evidence of attempted adulteration may cause a test to be presumed positive. Parents will be billed if the test results are positive for alcohol or another drug. Test results will be shared with the student, the student’s parent(s) and adviser, and Upper School administration. If applicable, the results may also be shared with the Procedures and Discipline Committee. A positive test may result in disciplinary action. Results from drug tests
performed by law enforcement officials or at medical facilities may also be shared with School officials, and, if positive, may subject the student to school disciplinary or legal action.

**Search Policy**
Protecting the health and safety of students is paramount. Therefore, the School reserves the right to make an unannounced search of a student, his//her belongings, or areas primarily utilized by an individual student on the school premises or on a school-sponsored trip if the searcher has a reasonable belief that the student has in the student’s possession an item, the possession of which is a criminal offense or a violation of school guidelines. Searchable items and areas may include: backpacks, purses, lockers, dorm rooms, cars, laptops, cell phones or other electronic devices. Such searches will be made by two or more school administrators or designees in the presence of students if prudent or possible. Every effort shall be made to conduct searches in a manner which will minimize disruption of the normal school routine and minimize embarrassment to students affected.

In addition, the School reserves the right to make announced searches of students or their belongings at school events or on school-sponsored trips if the School perceives an increased risk that students may have inappropriate or illegal items because of the nature of the event or trip (ex. School dances, senior trip).

**Space Use Policies**
Students may occupy and use the School’s buildings and grounds freely during the school day, as long as they do so in a respectful and appropriate manner. Students who wish to occupy or use school buildings, including the Athletic Center, Performing Arts Center, or other classrooms after 4 pm may do so only if the space is being supervised by an adult faculty member. By 6 pm, all buildings except for the Dorm and Dining Hall will be closed to students. Students who damage, deface, or inappropriately use school spaces will face disciplinary consequences.

Students may use the School’s grounds for recreational purposes provided that said use does not violate any School guidelines (ex. Substance use policies) and is not inherently dangerous or harmful. No one may swim in the pond unless explicit permission is given by an authorized adult faculty or staff member and the activity is supervised by a School-sanctioned lifeguard. Snowballs may be thrown only out on the athletic fields when those spaces are not being otherwise employed. A student’s voluntary presence in this area while this activity is taking place implies his or her willingness to participate in this activity. For the safety of others, students may not throw snowballs anywhere else on campus.

**Food Ordering Out Policy**
Students may not order food during the academic school day, 8:00 am – 3:35 pm (2:35 pm on Wednesdays). A first offense will result in the confiscation of the food and the Grade Level Dean and US Dean will be notified. A
second offense will lead to parent notification, a work service detention and a meeting with the student, Grade
Dean or Upper School Dean, and the student's advisor. A third offense will likely result in a meeting with the
Procedures and Discipline Committee.

Sexual Activity
Sexuality is a normal, positive, and natural part of human experience. However, the emotional and physical
health implications of sexual activity are significant and are best postponed until a person has reached the matur-
ity of adulthood. Intimate sexual expressions between students, including, but not limited to, sexual intercourse
have no place in a school community that is primarily composed of minors. Students will be counseled and/or
disciplined by the Dean of Students, the Director of Residential Life, and/or the Head of the Upper School for
inappropriate sexual behavior on campus, on a school-sponsored activity, or within a homestay. Expulsion from
school and/or the boarding program may result.

Vehicle Use and Parking
Permission to drive a car to school should not be considered a right, but rather a privilege granted by the School
to individual students. Given the possible dangers and concerns regarding teen driving, the School has estab-
lished a set of rules meant to ensure the safety of both driving and non-driving members of the community.

For students to park their cars on campus, parents and students must read and sign a contract indicating that
they understand the rules established by the School with respect to vehicle use. These contracts may be obtained
from the Dean of Students or on-line. Boarding students are not allowed to have cars on campus unless they are
proctors or receive special permission.

Permission to drive to and from school is granted under the following conditions:
1. All cars driven to school by students must be registered with the Dean of Students.
2. Students must drive in a responsible and safe manner. This includes maintaining speeds below 15 mph at all
times while on campus and obeying all state and local laws.
3. Cars are to be parked only in the designated Upper School parking area behind the Athletic and Performing
Arts Centers.
4. Students may not access their cars during the academic day (8:00 am to 3:20 pm) unless they receive permis-
sion from the Dean of Students. Students are expected to remove all items necessary for the school day from
their cars upon their arrival at school.
5. Cars can not be moved at any time once on campus (including shifting parking places and driving to the
sports fields) except to leave campus after the student's last commitment or with the approval of the Dean of
Students.
6. Students may not leave campus in their cars until they have fully completed their daily schedules, including
all after-school activities (e.g., sports practices, games, rehearsals), without permission from the Dean of Students.

7. Students may not transport other students off campus to school-sponsored functions, games or field trips without explicit, written parental and school permission. Students may not ride with other students to these kinds of events without similar explicit, written parental and school permission.

8. Students may not transport other students in the back of a pickup or other similar open vehicle or on the outside of any vehicle. In accordance with state and local law, all students must be properly seated and use seatbelts.

9. Students may not allow other students to drive their cars.

10. Car alarms must be turned off while cars are parked on campus. The owner of the vehicle will be held entirely responsible if a car alarm is triggered on campus.

11. It is expected that by allowing your child to drive to and from school you are asserting that you have adequate insurance coverage for any situation that may arise.

12. School administrators or designees may search a student’s car if the School has a reasonable belief that the vehicle contains an item, the possession of which is a criminal offense or a violation of school guidelines.

Any student who fails to follow the rules and guidelines set by the School may be asked to appear before the Procedures and Discipline Committee, have his or her driving privileges suspended or revoked, or face other consequences.

The following consequences are the likely outcomes for the offenses noted.

**Leaving campus without permission**

**Driver:**
- 1st offense - driving privilege suspended for two weeks
- 2nd offense – Student required to appear before the Procedures and Discipline Committee and driving privilege suspended for 45 school days
- 3rd offense – Student required to appear before the Procedures and Discipline Committee and driving privilege revoked for the remainder of the school year

**Passenger:**
- 1st offense - driving privilege suspended for two weeks or loss of free period for three weeks
- 2nd offense – Student required to appear before the Procedures and Discipline Committee and driving privilege suspended for 45 school days or loss of free period for 45 days school days.
- 3rd offense – Student required to appear before the Procedures and Discipline Committee and driving privilege revoked for the remainder of the school year or loss of free period for the remainder of the school year.
Excessive speed or risky driving

- 1st offense - driving privilege suspended for two weeks
- 2nd offense – Student required to appear before the Procedures and Discipline Committee and driving privilege suspended for 45 school days
- 3rd offense – Student required to appear before the Procedures and Discipline Committee and driving privilege revoked for the remainder of the school year

Weapons and Fireworks

Students found in possession of weapons of any kind may be subject to immediate expulsion. This includes any object designed or utilized for the purpose of inflicting bodily harm. In addition, possession of any explosive materials (such as fireworks) is prohibited, and students found in possession of such devices will be subject to suspension or expulsion.

Disciplinary Procedures

An outward and visible sign that a school is a Quaker school is an emphasis on discernment at every level. Among other things, this means that searching for and being open to Truth is very important, that listening is a critical skill in this process, as well as letting go of one’s preconceptions. Any time sanctions must be enforced or disciplinary procedures followed, we expect at SSFS that all parties will practice discernment as well as observe the community values of mutual respect, goodwill and compassion.

As part of this process, the Dean of Students or the Grade Level Dean meets with any student involved in a disciplinary proceeding. Essential to this disciplinary counseling meeting is a reminder of the School’s academic, moral and conduct standards, as well as a discussion of how the student can reach those standards and beyond.

SSFS Upper School Disciplinary Procedures are differentiated into three levels, according to the frequency and severity of the infraction. The Dean of Students has the discretion, once facts have been gathered, to decide which level infraction is under consideration.

Disciplinary proceedings, decisions and recommendations, including the name(s) of the student(s) involved and the nature of the offense may be communicated to members of the Upper School faculty so that the members of the adult community can act as effective supports for the student(s). The Dean of Students is responsible for informing members of the faculty of major disciplinary incidents. In extraordinary circumstances, the P&D committee, the Dean of Students, the Upper School Head, or the Head of School may recommend that an announcement about the incident and its disposition be made to the entire Upper School community.
Level 1 Infractions:

During the course of a school day, minor infractions or violations of the Behavioral Guidelines may occur. For example, someone might accidentally throw a lacrosse ball through a window into the Student Lounge or act inappropriately in a classroom or other school setting.

A teacher, staff member, Grade Level Dean, or the Dean of Students usually handles resolution of minor infractions on the spot. If necessary, the Grade Level Dean or Dean of Students will meet with the student in order to determine the student’s involvement in a potential violation of school rules, and, if necessary and/or appropriate, interview other relevant witnesses. The Grade Level Dean or Dean of Students will decide on the consequences, which could include among other things, issuance of a warning, disciplinary counseling, community service, detention, and restitution. The Grade Level Dean or Dean of Students will notify the student’s advisor and parents, if necessary. If the student feels he or she has been treated unfairly or if the student disagrees with the decision, the student may appeal to the Head of the Upper School.

Level 2 Infractions:

Repeated offenses of the behavior standards, or an offense that by its nature requires more input from the wider community, will be handled by the Procedures and Discipline Committee. (See Community Life section for a description of the P & D Committee.) Except for rare instances, all major violations of existing rules and procedures that could result in possible suspension will be addressed through this process.

The Dean of Students will meet with the student in order to determine the student’s involvement in a violation of school rules that by its nature may lead to a suspension. The Dean of Students will notify the advisor, parents, and the Head of the Upper School of the offense and of the intention to send the student to the P&D Committee. At the school’s discretion, a student may be asked to leave campus or the dorm until a P&D meeting can be convened, depending on the nature of the offense. The parents may request a meeting with the Dean of Students prior to the P&D session. The Dean of Students will then convene the P&D Committee. During the meeting, it is preferred that the student in question be accompanied by his/her academic advisor, who will act as advocate for the student. In the event that the advisor is unavailable, the student may request the presence of another faculty member of their choosing. Dormitory staff will be represented if dormitory issues or concerns are involved. The student in question will be provided an opportunity to address his/her position and provide comments to the Committee. Following that representation, the Committee will deliberate and then recommend consequences to the Dean of Students, having considered prior offenses, general behavior in the community, precedents, and other relevant factors beforehand.
The Dean of Students will make the final decision regarding the consequences. If necessary, the Head of the Upper School, the Head of School or other faculty may be consulted. The Dean of Students will notify the student, the parents and the advisor of the consequences, which may include issuance of warning, disciplinary plan, work in service to the community during school or non-school hours (including weekends), detention, restitution, behavioral probation, suspension, re-enrollment denial, or recommendation of expulsion. If the student feels he or she has been treated unfairly (or for other reasons) the student may appeal to the Head of the Upper School. In the case of re-enrollment denial or a recommendation to expel the student, the procedure moves to Level 3.

Students may be suspended for major rule violations or failure to take corrective action following prior disciplinary action for minor infractions. Students may be suspended for one or more days based on the severity of the situation. During off-campus suspension, students must not be on campus, but are expected to make up missed class work and must, therefore, make special arrangements to get assignments from teachers. If a student is suspended on campus, he or she may not take part in classroom or extra-curricular activities, but must also keep up with class work.

During the college admission process, students may be asked to describe and account for any major disciplinary actions on college applications. Students are expected to answer truthfully. The School will verify the disciplinary actions taken.

P&D Committee proceedings, decisions and recommendations, including the name(s) of the student(s) involved and the nature of the offense, may be communicated to members of the Upper School faculty so that all members of the adult community can act as effective supports for the student(s). The Dean of Students is responsible for informing members of the faculty. In extraordinary circumstances, the P&D committee, the Dean of Students, the Upper School Head, or the Head of School may recommend that an announcement about the incident and its disposition be made to the entire Upper School community.

Level 3 Infractions:

In rare instances the nature of an infraction may be such that it is best directly handled by the Upper School administration (e.g. Dean of Students, Head of the Upper School, Director of Residential Life, Director of the International Student Program, or Director of the 9th Grade Program). These would likely involve serious endangerment of the community (especially violation of laws), incidents of a particularly sensitive nature, and/or those recommended by the P&D Committee to potentially lead to expulsion. The Dean of Students will determine whether the circumstances of the situation warrant its handling by this alternative body. Behavioral violations designated as Level III infractions will be handled according to the process described below:
The Dean of Students will notify the student's parents, the advisor, the Head of the Upper School, and the Head of School of the offense. The Dean of Students and the Head of the Upper School will meet with the student, his/her parents and the student's advisor to provide an opportunity for the family to convey their position and comments. The Dean of Students will then convene a meeting of the Upper School Administration to decide on the appropriate consequence, which can include work in service to the community, restitution, behavioral probation, suspension, re-enrollment denial, or expulsion. Prior offenses, general behavior in the community, precedents, and other relevant factors will be considered during this deliberation. Expulsion is used for especially serious infractions of school rules and expectations, or when repeated infractions indicate an inability or unwillingness to live within the School's guidelines. The Administration will allow, in the case of a potential expulsion, one to three days to explore final facts and to reflect on the decision. During this period the student may be asked to leave campus until the decision is rendered. The one to three day reflection period will be waived in situations where there is substantial threat to the community (e.g. weapons on campus.)

Any decision for expulsion reached by the Administration must be approved by the Head of School. The Dean of Students and Head of the Upper School will then meet with the student and his/her parents to convey the decision.

Expelled students are not to return to the campus or school-sponsored events unless prior permission has been obtained from the Dean of Students. Depending on the nature of the offense, expelled students may be allowed to reapply for the next school year. This will be determined at the time of expulsion.

**Student Rights**

A student who is involved in a disciplinary procedure will be accorded the following rights:

- The student will be entitled to at least 24 hours between the time he/she is confronted with an allegation and the time he/she appears before the P&D Committee or the Level 3 Infraction administrative disciplinary group. However, in cases of substantial endangerment to the community this right will be rescinded.
- The student will have the right to invite others to be present during the hearing. These others may include an advisor, teacher, another member of the SSFS staff or faculty or another student. Parents are not allowed to be part of the Procedures and Discipline Committee hearing. Legal counsel/representation is specifically excluded from all SSFS disciplinary processes and meetings, including but not limited to Procedures and Discipline Committee meetings.
- If the student feels unfairly treated during the proceedings, he/she may speak to the Dean of Students, the Head of the Upper School, or the Head of School.

**Disciplinary Reporting**

As part of the application process, some colleges and universities may ask a student about their disciplinary his-
tory during high school. For example, a college application may ask “Have you ever been suspended or expelled from school?” It is the expectation of SSFS that students will be honest and strive to speak with integrity at all times, including responses on college applications.

SSFS does not volunteer information about disciplinary matters to other educational institutions. However, students and parents should expect that the School will respond honestly and accurately if asked about a student’s disciplinary record as part of the School’s work in support of a student’s applications to other schools, colleges, or universities.

**Attendance**

All members of the school community are interdependent. A class is viable only with the active involvement of its students; what the student offers the class is as important as what the class provides the student. Consequently, attendance is required for all classes, jobs, assemblies, advisory periods, and Meetings for Worship. Should a student have a free period between classes or unscheduled time before the end of his/her last commitment, he/she is required to remain on campus for the duration of this time or obtain permission to leave using the procedures noted below. Students who fail to adhere to these expectations will face disciplinary action.

If a student knows that he or she is going to be absent from school, the student’s parent should write a note explaining the absence, and the student should bring the note to the Upper School Office, or call the Upper School (Ext. 109) and leave a message. This applies to doctors’ visits, religious holidays, college visits, etc. The communication must be made before an absence.

If a student is sick a call should be made to the Upper School Office no later than 10:00 a.m. the day the student is sick or will miss school for any other reason. If there is no answer, leave a message at Ext. 109.

If a student is marked absent for first period, the School will contact the parents to verify the student’s whereabouts if we have not already heard from the parents.

If a student arrives to school late, he or she must sign in at the Upper School Office before going directly to class for the duration of the period. Parents should provide a note or call the School regarding the lateness as well.

If a student needs to leave during the school day, he or she must check out in the Upper School Office before departing, and must check in upon returning. Students should always have a note from their parents to leave school. If students do not have a note we will attempt to contact parents before permitting students to depart. In addition to the above guidelines, boarding students who do not expect to return to school before the end of the
academic day must have approval from the Director of Residential Life and see the Dean of Students of the Upper School to sign out from the dorm. Boarding students should consult the BOARDING STUDENT GUIDELINES of this Community Handbook, and the Residential Student Handbook, for more information about dormitory sign-out policies and procedures.

**End of the Day/Last commitment of the day**
All students are required to remain on campus until the end of their last commitment. These commitments include academic help, as well as, sports practices and games, or mandatory rehearsals if they begin before 5:30 pm. Students who leave campus before the end of their last commitment without permission will result in a detention and parent notification. A second violation will likely result in a P&D hearing.

All 9-11 graders are required to be on campus through the end of academic help (3:35 on M, T, Th, F and 2:35 on W) regardless of when their last class occurs. (ex. sophomores must remain on campus until 3:35 even if they do not have after school sports and their last class ends at 2:10). 9-11 graders who leave before the end of academic help without first obtaining proper permission may be sent to P&D for leaving campus without permission.

Seniors are not required to remain on campus until the end of academic help if their last commitment occurs before the start of academic help. (ex. If a senior’s last class ends at 2:10 and she does not have sports practice or other commitment, she may leave at 2:10.) They must, however, sign out before they leave before 3:35.

Seniors who regularly transport a 9-11 grader are required to remain on campus until the end of that student’s last commitment. This is to discourage students from leaving and then returning to campus. Seniors who transport 9-11 graders off campus before the end of the 9-11 graders last commitment without appropriate permission, will be subject to the same consequences as the 9-11 grader as per our condoning rule.

Students who leave campus at the end of their last commitment are not allowed to return to campus that same day. The only exception is if their last commitment does not begin until 5:30 or later.

**Signing In/Out**
Students who have classes that do not begin until after the first period of the day (ex. 9:00 am), are required to sign in at the Upper School office upon their arrival to campus. This is necessary for determining which students are on campus for emergency and other purposes.

Seniors who want to leave before 3:25 are required to sign out before they leave campus.

**Attendance Consequences**
Excessive or unexcused absences and lateness impair the ability of students to succeed academically, undermine
the effective planning of courses by teachers, and impede the progress of all the students in the classes affected. Consequently the number of absences and tardies are limited. Excessive absence or lateness could lead to loss of credit in the courses affected and failure to meet graduation requirements.

**Unexcused Absences:** A first unexcused absence will result in parent notification and detention. A second unexcused absence will lead to parent notification, detention, and a conference with the student, the student’s advisor, the teacher, and the Grade Level Dean or Dean of Students. If the second unexcused absence is in the same class, the student’s parent or guardian will be expected to attend the conference, and the student’s grade may be lowered one letter grade. A third unexcused absence will lead to a meeting with the Procedures and Discipline Committee. Consequences may include, but are not limited to, suspension. In addition, a third unexcused absence in a single class will result in loss of credit and a failing grade pending a review by the Department Heads, the teacher(s) involved, and the student’s advisor. Prior to this review, the student should submit in writing to the Department Heads any pertinent reasons for the committee to approve the reinstatement of credit. A fourth unexcused absence will result in a conference with the Head of the Upper School, the Dean of Students, the parent or guardian, the student, and the student’s advisor to discuss the student’s continuation at the School. Unexcused absences are tabulated on a yearly basis.

For physical education classes and interscholastic sports – each lasting approximately one-third of the school year – a first unexcused absence will result in parent notification, detention, and a conference with the student, the student’s advisor, the teacher and the Grade Level Dean or Dean of Students. Upon a second unexcused absence in the same class or sport, the student may receive a failing grade and be dismissed from the team.

Attendance at Meeting for Worship, all-school events, assemblies, advisory, stewardship and supervised study time is also required. These co-curricular activities are considered an important part of the overall program, so consequences for unexcused absences from these commitments are parallel to those received in academic classes.

**Absences:** Five (5) absences per semester in any one class, even if excused, will result in a letter home notifying the parents and the student. Seven (7) absences in a semester may result in a conference with the student, student’s parents or guardian, teacher, advisor and Grade Dean/ Upper School Dean of Students. A total of nine (9) absences in a semester (excused or unexcused) will result in parent notification, and a loss of credit and a failing grade pending a review by the Department Heads, grade dean, the teacher(s) involved, and the student’s advisor. Prior to this review, the student should submit in writing to the Department Heads any pertinent reasons for the committee to approve the reinstatement of credit. If a student is more than 20 minutes late to class, the student will be considered absent. If a student misses class time without an appropriate reason, it may be considered an unexcused absence. Absences for school-sponsored activities such as field trips, athletic events, and advance placement exams are not included in these totals.
For physical education classes and interscholastic sports, three absences will result in a letter home notifying the parents and the student. Five absences will result in a conference with the student’s parents or guardian (or designated representative), Grade Dean, Coach, Advisor, and Upper School Dean of Students. Seven absences will result in loss of credit and a failing grade pending a review by the Department Heads.

**Lateness:** Faculty may have individual written policies that address lateness in their specific classes and result in course consequences. Individual faculty policies work in conjunction with the following administrative responses to excessive lateness. It is expected that faculty will notify students at the time of occurrence that they have been marked late. Tabulation of lateness takes place on a per quarter basis by the Grade Level Deans working in conjunction with the Dean of Students and is inclusive of all of the student’s classes. At five (5) tardies, the student will receive a detention, regardless of whether the lateness was in one or several classes, and parents will be notified. At ten (10) tardies, the student will receive a detention, parents will be notified, and the student will be required to meet with the Grade Level Dean and his/her advisor. At fifteen (15) tardies, the student will face consequences that could include a required appearance before the Procedures and Discipline Committee, loss of free periods for an extended period, in-house suspension or work detail, and/or a meeting with the student, the student’s parents, advisor, Grade Level Dean, and Dean of Students. Twenty total tardies in a semester may also result in a hearing with the P&D committee.

**Leaving Campus:** Regardless of whether they missed a scheduled class or event, students who leave campus without permission before the completion of their last commitment of the day will face disciplinary consequences. Consequences could include suspension, loss of driving privileges, or other appropriate alternatives.

Seniors who regularly transport a 9-11 grader are required to remain on campus until the end of that student’s last commitment. This is to discourage students from leaving and then returning to campus. Seniors who transport 9-11 graders off campus before the end of the 9-11 graders last commitment without appropriate permission, will be subject to the same consequences as the 9-11 grader as per our condoning rule.

Students who leave campus at the end of their last commitment are not allowed to return to campus that same day. The only exception is if their last commitment does not begin until 5:30 or later.

**College Visits:** Seniors are encouraged to use days when SSFS is not in session to visit colleges. Students are expected to make up all work missed while visiting colleges. Parents should notify the School prior to any absences for college visits. Absences for college visits are considered excused absences and are included in the per semester limit of 8 as outlined in the preceding section labeled “Absences.”


**Athletic Games and Evening Performances:** Students participating in after-school games or evening productions are expected to attend all their classes on the day of the scheduled event. Students who miss classes before a major concert, production or sporting event must receive permission from the sponsoring faculty member or coach to participate in the event.

**Medical Leave of Absence:** Students suffering from a significant diagnosed physical or mental health issue that causes multi-day absences greater than 5 days may be eligible for a Medical Leave of Absence. To be eligible, the student must show documentation from a licensed doctor or therapist noting the nature of the illness, expected length of time the student will be absent, and a care plan noting the ongoing needs and responses for when the student returns to school. The US Dean of Students in consultation with the Head of Upper School will determine whether a student qualifies for a Medical Leave of Absence. In general, students may be granted no more than one Medical Leave per year. A Medical Leave of Absence will only be considered after the student has exceeded the allowable number of absences per semester (see Attendance Policy above). The total number of absences covered by a Medical Leave in addition to the total number of routine absences (mild illness, doctor’s appointments, college visits, etc.) may not exceed 20 per class in a single semester or 30 for the year. Should a student require more than one Medical Leave or a leave of longer than two weeks, it may in the student’s best interest to withdraw from one or more classes for the semester or year. After 10 days of Medical Leave, there will be a meeting of the Dean, Head of US, parents, and other relevant US personnel (e.g., counselor or nurse). At the 20th day, this group will reconvene for the purpose of discussing likely withdrawal for the semester or year. Given the shorter duration of trimester sports/PE activities, students granted a Medical Leave of more than 7 days will likely be given an exemption for the physical activity.

**SSFS Policy on Religious and Cultural Observances**

Sandy Spring Friends School recognizes the importance of religious observances to many students and families. So that all members of our community can fully observe their religious or cultural traditions, the School has developed the following approach to absences and academic accommodations for students whose school participation may be affected by religious obligations:

- Families should notify teachers, advisors, the Dean of Students (if applicable), and the Division Head about any anticipated absences due to religious/cultural observances at least two school days before the holiday.
- When absent from school due to a religious or cultural observance, students will have at least one day per day of absence to complete any missed assignments, tests, quizzes, projects, or other deadlines. Students should communicate with teachers to make arrangements for any make-up work.
- Students who miss a game or practice scheduled on a religious holiday will not be penalized in any way for the absence if timely notification is given to the School and the coach.
It is often difficult to determine which holidays will impact individual students; hence the flexible approach in the classroom noted above. However, prior experience tells us that there are some holidays that impact a large number of families. As a result, the School will make every effort to avoid scheduling extra-curricular School-sponsored events, meetings, and programs on dates that conflict with Rosh Hashanah, Yom Kippur, Chinese Lunar New Year, Eids, Duwali, and Passover.

**Dress Guidelines**

As a community, Sandy Spring Friends School comprises individuals who must be concerned for the physical and spiritual well-being of the community and its members. Appropriate behavior and dress are important ingredients to a healthy and vital school community.

Sandy Spring Friends School's dress guidelines are the following, at all times, including off-campus events such as shopping trips, informal weekend activities, Intersessions, etc.:

- Students are expected to dress in a manner that will best facilitate effective participation on a campus with a broad range of community members and which is consistent with humane and Quaker principles.
- Toward that end, students are expected to wear clothing appropriate to maintaining a safe school setting, including a shirt and shoes, at all times.
- Community members may not wear clothing advocating violence, sex, or the use of drugs, including alcohol and tobacco.
- Slogans advocating such practices and symbols of racial, sexual, ethnic or religious slander may not be displayed in the community.
- Clothing which is unduly revealing, ragged or torn may not be worn.
- Students are expected to dress appropriately for all special events and outings, and must check with the faculty sponsor before the trip about dress. The faculty should notify students of special dress requirements in advance.

Students who fail to adhere to any of the guidelines stated above will be required to change their clothing at the discretion of the Dean of Students or Grade Level Deans.

Students may choose to adorn themselves with tattoos and/or body piercings; however, students may not receive any tattoos or body piercings while under the care of the School, including school-related activities, Intersession trips, and other trips off campus.
Electronic Devices, iPads, and Responsible Use Policies

The SSFS Upper School believes that the incorporation of technology and electronic devices into the educational process as a teaching and learning tool enhances student outcomes.

Electronic Devices
We recognize that students are increasingly using personal electronic devices for educational, social, entertainment and communication purposes. Faculty and administrators support teaching appropriate use of technology to students, while enforcing standards that are consistent with Quaker values and current SSFS behavior policies. Each teacher exercises authority on the use of personal devices in their class. Students are allowed to use their devices outside of class during passing time, lunch and free periods. The 9th Grade may have a modified Responsible Use Policy.

1. Use of any device may not disrupt or distract from the educational experience.
2. All use of devices must abide by Upper School behavior expectations.
3. Use of this technology is prohibited during MFW, and any US or All School gatherings (assemblies, fire drills, Community Day and Spirit Day activities, etc.) unless a student has permission from a faculty member.
4. Upper School faculty and staff reserve the right to confiscate any electronic device when its use violates the Responsible Use Policy.
5. SSFS reserves the right to intervene as necessary if the use of any device contributes to significant isolation or disengagement from the community.

Technology Requirements – BYOD program
Starting with the 2016-2017 school year, the SSFS Upper School is transitioning to a “BYOD” (bring your own device) program. All students in the Upper School must have a device available on a daily basis for school work as required by teachers. The device must meet minimum requirements which are described in detail on the SSFS website at http://www.ssfs.org/academics/technology/ . Students are expected to adhere to the School’s Responsible Use and Electronic Device guidelines when using the iPad, as well as the classroom expectations and guidelines of their classroom teachers.

Upper School Technology Responsible Use Policy
We encourage responsible and appropriate use of all technology. We define technology as including, but not limited to, any electronic device that can be used for communication, has the ability to connect either wirelessly or wired to the Internet or deemed as technology by the School. This includes equipment that is personally owned by students, used on campus and used to interact with the school community.
SSFS expects all Upper School students to follow these guidelines while engaged in school activities both on and off campus, while online or communicating electronically, and during school-sponsored events. Inappropriate behavior not directly related to school activities may also be considered a violation if it negatively impacts the school community.

1. Use only your username and password to logon to the network. Do not share this information with anyone else. You are responsible for all activity that occurs using your account.
2. Any attempt to subvert network security or functionality or access another person’s account will be treated as a violation of the responsible use policy.
3. Respect the work of others and abide by all copyright and trademark laws.
4. Do not engage in any threatening, harmful or malicious activities. Report any suspicious, threatening, harmful, or malicious activity to a faculty or staff member of the Upper School.
5. Do not post personal, identifying information about yourself or anyone else on any public Internet website.
6. Do not access inappropriate websites or use inappropriate language. The School will be the determiner of inappropriate content.
7. All use of technology must abide by Upper School behavior expectations.

Students may use their personal computer equipment wirelessly via the school’s wifi network. The School is not responsible for any damage to students’ personal technology devices as a result of connecting to the school network. Students may not connect any personal equipment to any network access location.

We encourage students to use technology for academic research and to produce academically-related materials. Faculty and staff members recognize the increasing value of technology in academic, personal and professional venues and provide instruction and guidance in the safe and competent use of the current devices.

Use of technology resources and tools at SSFS is a privilege, not a right. The improper use of technology at any time could result in disciplinary action including, but not limited to, the loss of user privileges, confiscation of the technology device, suspension, expulsion or possible legal action. Students should be aware that the School reserves the right to monitor all technology access on campus, without warning, via either personal or school-owned devices.

**Student Housing and Supervision**

**For Day Students Living Outside a Parent’s Home**
In order to provide a quality educational program for our students, Sandy Spring Friends School believes that the following policies must be followed by all families with students enrolled in our School. These policies are
intended to provide clarity to our families and are written to protect our students.

1. Day students must live on the same premises as their family, legal guardian, or local guardian. No student will be permitted to attend SSFS while living independent of adult supervision. A local guardian is recommended for any day student whose family home lies farther than a one-hour travel radius from the School. A local guardian can only be assigned by the student’s parent or legal guardian. Prior to school attendance, the parent or legal guardian may designate the name of the local guardian and his or her relationship to the student using the Local Guardian Agreement form provided by SSFS.

2. A local guardian is defined as a responsible, adult person who is over the age of 21. This person may be the student’s parent, legal guardian, or local guardian and must reside in that home on a full-time basis.

3. Local guardians are asked to be involved with the School on a regular basis and to act with the student’s best interest in mind.

**Students in the International Student Program (ISP)**

International students are best served by being fully integrated into the ISP at SSFS. Living in the school’s Residential Program (as a boarder or homestay student) and having the opportunity to be immersed in American culture are valuable aspects of our program. All ISP students are required to remain in the Residential Program during their tenures at SSFS, unless their parents live within one hour of the school.

**Homestay Program**

The SSFS Homestay Program provides international students with opportunities for cultural immersion. At the same time, host families receive opportunities for wonderful cross-cultural experiences. The program is designed to foster strong, enduring relationships between American and international SSFS students and families. Normally, international students live with an American family for one school year, unless the School chooses to extend the homestay arrangement. Host families are provided a stipend to cover expenses for housing and supporting a student.

Each individual homestay experience differs depending on the host family. All students are provided standard meals, a private sleeping space, and access to a quiet area for academic study. Homestay students and host families also participate in routine American family events, and as well as formal and informal outings. Homestay students are also actively invited to participate in the weekend activities that are scheduled for students in the Boarding Program.
Boarding Program

Queries: Do I respect and celebrate cultural and personal differences among community members with whom I live? Do I manage my time, belongings, and commitments with integrity, taking care that my actions have a positive impact on the community? Do I take opportunities to serve the community through formal and/or informal leadership?

The Boarding Program provides a daily and weekly schedule that extends the life of the School into a dormitory setting for five- and seven-day boarders. Boarding students have the opportunity to develop social, emotional, life, and leadership skills within a nurturing, supportive, and structured living environment that emphasizes Quaker values and processes. Weeknights include sharing a family-style meal, participating in a proctored study hall, and enjoying friends. Special activities, such as concerts, plays, and holiday parties also frequently occur throughout the year.

Boarding students are often invited to utilize campus resources and may attend on-campus events such as College Nights, faculty lectures and all-school programs. Seven-day boarders have both mandatory and optional weekend activities. Students and the Weekend Coordinator plan activities that balance education and entertainment, such as trips to historic sites, movies, shopping malls, performances, etc. The Baltimore-Washington area includes a rich variety of options for weekend activities.

A separate Dorm Handbook outlines boarding procedures and policies in greater detail. A copy of the Dorm Handbook is given to every boarding student each fall.

Transportation for Boarders
With their parents’ permission, boarders may leave campus in taxis, ride-sharing vehicles, or in the vehicles of approved family friends, day students, or day students’ parents. Boarders are expected to sign out of the dorm when they leave, and to sign in again when they return to campus.

The dormitory is closed at certain times each year, and all boarders must leave campus during these times. Travel and transportation plans for vacations must be communicated to (and approved by) the Director or Residential Life.

Curfews
On Campus (Sun.-Thurs.): 7:00 p.m. (All Students)
Check-In (Sun.-Thurs.): 10:30 p.m. (Freshmen/Sophomores)
11:00 p.m. (Juniors/Seniors)
Lights Out (Sun.-Thurs.): 11:00 p.m. (Freshmen/Sophomores)
11:30 p.m. (Juniors/Seniors)
In Dorm (Fri. and Sat.): 11:00 p.m. (All Students)
On Floors (Fri. and Sat.): 11:30 p.m. (All Students)

Visitation Policy
Visitors to the dorm must be accompanied by a boarder at all times and are expected to follow all dorm rules. Visitors who are not family members or SSFS students must be approved by the dorm staff on duty when or before the visitors arrive on campus. Day students are allowed to visit with boarding students in Westview’s first floor lobby and downstairs game room (“The Pit”) only, unless the dorm staff on duty grants access to the private areas of the dorm. Visitors may not be present in the dorm during dinner or study hall without approval by a member of the dorm staff on duty. Overnight guests are allowed on weekends but must be approved in advance by the Director of Residential Life.

Athletic Program

Queries: Do I cultivate healthful habits? Do I strive to respect individual as well as team efforts and maintain a spirit of give and take? Do I lead by example in respecting coaches, players, officials, and spectators?

Athletic Philosophy
Athletics are an integral part of the curriculum at SSFS. All students are encouraged to participate in interscholastic sports, and opportunities exist for all athletic skill levels, including varsity, junior varsity and intramural sports. Through participation in the athletic program, students will develop good habits in health and physical conditioning and gain an awareness of their physical capabilities. Students will also experience and deal with competition in a positive and constructive manner, develop self-discipline, and learn and practice good sportsmanship.

Requirements And Offerings
Each Upper School student is required to complete physical activities each year. Ninth and Tenth graders are required to participate in two activities each year. Eleventh and Twelfth graders are required to participate in one activity each year. This requirement can be met through participation on an interscholastic or intramural sports team or by taking a Physical Education class offered during the school day.

Sports Offered
Each sport offers a varsity team only unless needed. Junior Varsity teams may be added or dropped each year depending on the number of participants in each sport.
Women’s Soccer
Cross-Country Volleyball Basketball Rock Climbing Ice Hockey (club team) Track & Field Lacrosse
Men’s Soccer Cross-Country Baseball Basketball Rock Climbing Ice Hockey (club team) Track & Field Lacrosse Wrestling

Intramurals and Outdoor Education
In addition to interscholastic teams, the School also offers intramural co-ed activities, including kickball, Morley games, and basketball, as well as Outdoor Leadership.

Athletic Department Organization
The Athletic Director is responsible for overall administration and coordination of all athletic programs. The Athletic Director is the school’s representative on the Board of Directors of the Potomac Valley Athletic Conference (PVAC) and the Independent School League (ISL). The varsity coach is responsible for the overall program in his/her sport if more than one level is fielded. The varsity coach works in close contact with junior varsity and middle school coaches to ensure that skills and strategies are being taught in a similar manner.

Schedules
Game schedules will be distributed to players by head coaches at the beginning of each season. Please remember that schedules are always subject to change. For up-to-date schedules, please visit the School web site at www.ssfs.org/athletics and click on the Teams and Schedules link.

Practices ordinarily take place between 3:45 p.m. and 5:40 p.m. every weekday. Practices and games may occasionally take place on weekends. Head coaches will distribute a practice schedule to players at the beginning of the season. Players and their families should review the practice and game schedules and notify the head coach well in advance if there are any conflicts.

Player Eligibility
The Athletic Director and head coaches are jointly responsible for ensuring that players meet PVAC eligibility
requirements, listed below:

- For PVAC and ISL varsity competition, players may not have reached their nineteenth birthday before September 1 of the current academic year.
- Students are allowed four years of high school competition after entering their ninth grade year.
- A student who has graduated from a secondary education program, either domestic or foreign, is not eligible to participate.

Parents should consult with the Athletic Director for clarification of these requirements, if necessary.

**Participation**

SSFS emphasizes a participatory sports program. Should there be more students interested in a sport than the roster will allow, students may be cut from teams based on relative skill and ability. Athletes will be divided according to their ability if there is more than one level in the sport. In the Upper School, the head varsity coach will make the final decision regarding placement of players on the varsity and junior varsity.

**Evaluation Of Players**

Upper School athletes are graded on a pass-fail basis. Reports are submitted at the end of each season on School comment forms. Fall sports reports are submitted at the end of the first quarter, winter sports reports at the end of first semester, and spring sports reports at the end of second semester. Spring coaches will not write third quarter comments unless a player is not meeting team expectations.

Coaches may provide players with more specific evaluations that are separate from the official school comments. These evaluations might include more specific recommendations for improvement as well as detailed comments on the player’s sport-specific skills.

**Athletic Trainer**

The school trainer will be present every afternoon when school is in session beginning at 3:00 p.m. The trainer will treat injuries and offer advice on the rehabilitation and care of injuries. The trainer will also make the final on-site decision regarding the ability of an athlete to participate in a game or practice. All injuries, however minor, should be reported to the trainer. If necessary, the trainer will refer the athlete to a physician for further treatment. After a referral for further treatment, a player may not participate in games or practice without the permission of a physician or the player’s parents or guardians.

All long-term absences due to injury should be cleared through the school nurse and the Athletic Director. If not contrary to the recommendation of the player’s physician, the school nurse, or the trainer, a coach may re-
quire an excused player to observe practice or games.

**Uniforms And Equipment**

Game uniforms are provided by the school for most teams. Students are expected to purchase personal athletic equipment as a condition of involvement in the sport. Some items, such as equipment bags and warm-up suits, may be purchased through the Athletic Department and charged to a student's bookstore account. School equipment, such as game uniforms, are handed out at the beginning of the season and are the responsibility of the players until the end of the season. Uniforms should be returned in satisfactory condition immediately following the end of the season. Players' bookstore accounts will be charged for missing or damaged items.

**Travel**

Travel to away games will be by school vehicles only. Players may not drive their own vehicles, or travel with another student or friend. Only in extreme circumstances, and with advance written permission from their parents, may players travel in personal cars. Players may travel home with their parents following games only after notifying the coach. Players wishing to travel home from games with anyone else must provide advance written permission from their parents.

**Attendance Policies**

For physical education classes and interscholastic sports, each lasting approximately one-third of the school year, a first unexcused absence will result in parent notification, detention, and a conference with the student, the student's advisor, the teacher, and the Dean of Students. Upon a second unexcused absence in the same class or sport, the student may receive a failing grade and be dismissed from the team.

Four absences, whether excused or unexcused, will result in a letter home notifying the parents and the student. When the student reaches six absences, the Department Heads will meet with the student and the student's advisor. Nine absences will result in loss of credit pending a review by the Department Heads.

Lack of transportation is not an acceptable excuse for absence. Players and their families are responsible for arranging transportation home from school. The School provides a shuttle service to Glenmont Metro at 5:45pm every weekday during athletic seasons. Please contact the coaching staff if assistance with transportation is needed.

The head coach should be informed in person at least one week in advance of absences for other school functions, doctor's appointments, college visits, or other planned events. (See “Attendance Consequences--Athletic Games and Evening Performances” in the Behavioral Guidelines section for additional information concerning absences.)
Inclement Weather
The Athletic Director, in consultation with head coaches, is responsible for canceling or postponing games and practices in the case of inclement weather. Ordinarily, SSFS follows Montgomery County guidelines for school closings and for cancellation of school events on days the School is closed. SSFS will also follow the Montgomery County guidelines regarding extreme heat and poor air quality and will cancel or reschedule outdoor athletic events, including games, on “Code Red” days. Coaches should use extreme caution on “Code Orange” days, and allow all players to take water breaks at least every fifteen minutes. Information on air quality and heat conditions can be received directly by calling (202) 962-3299.

In the event of inclement weather on game days when school is open, the Athletic Director will consult with the opposing school’s Athletic Director to determine if the contests will be played. When possible, this decision will be made prior to 12:00 noon. When a decision is made, the Athletic Hotline (x398) and school web site will be updated with a new message so that parents can receive timely information.

Games and practices will be halted at the first sign of lightning or thunder, and students will be moved indoors. In accordance with league guidelines, games and practices will not resume until at least 30 minutes after the last observance of lightning or thunder.

Sportsmanship Code

Expectations Of Coaches
1. Always set a good example for participants and fans to follow, exemplifying the highest moral and ethical behavior.
2. Instruct participants in proper sportsmanship responsibilities and demand that they make sportsmanship and ethics the No. 1 priority.
3. Respect the judgment of contest officials, abide by the rules of the event and display no behavior that could incite fans.
4. Treat opposing coaches, directors, participants and fans with respect. Shake hands with officials and the opposing coach in public.
5. Develop and enforce penalties for participants who do not abide by sportsmanship standards.

Expectations Of Athletes
1. Treat opponents with respect: shake hands prior to and after contests.
2. Respect the judgment of contest officials, abide by the rules of the event and display no behavior that could incite fans.
3. Cooperate with officials, coaches and fellow participants to conduct a fair contest.
4. Accept seriously the responsibility of representing the School and community; display positive public actions
at all times.
5. Live up to the high standard of sportsmanship established by the coach.

Expectations Of Parents, Students, And Other Fans
1. Realize that spectators represent the School just as the members of the team, and, therefore, have an obligation to demonstrate good sportsmanship and encourage good sportsmanship in others.
2. Recognize that good sportsmanship is more important than victory by approving and applauding good team play, individual skill and outstanding examples of sportsmanship exhibited by either team.
3. Recognize that, since the primary purpose of interscholastic athletics is to promote the physical, mental, moral, social and emotional well being of the players through the medium of contests, victory or defeat is in reality of secondary importance.
4. Treat visiting teams and officials as guests, extending to them every courtesy.
5. Respect decisions made by contest officials.

Acceptable Behavior
1. Applause during introduction of players, coaches and officials.
2. Acceptance of all decisions of officials.
3. Handshakes between participants and coaches at end of contest, regardless of the outcome.
4. Demonstration of concern for an injured player, regardless of team.
5. Applause at the end of the contest for performances of all participants.
6. Encouragement of surrounding people to display only sportsmanlike conduct

Unacceptable Behavior
1. Disrespectful or derogatory yells, chants, songs or gestures.
2. Booing or heckling an official’s decision.
3. Laughing, name-calling, or other noises intended to antagonize or distract opponents.
4. Yelling or waving arms during opponent’s free-throw attempt.
5. Use of profanity or displays of anger that draw attention away from the game or activity.
6. Refusing to shake hands with opponents or give recognition for good performances.

Student Services

Dining Hall
All Upper School students are provided lunch in the dining hall on school days. In addition, boarding students are provided other meals in accordance with the boarding program schedule described elsewhere. Day students who expect to be on campus for dinner as a result of school activities should check with the supervising teacher
regarding dinner arrangements.

In the Upper School, faculty and students share responsibility for cleaning the dining room after lunch through a system organized by advisory group.

**Bookstore**
A school store sells supplies, clothing, and some personal items. Regular hours are established and posted. Payments can be made at the time of purchase by cash or check, or placed on account for the student; the Business Office will bill monthly for purchases.

**Beestro Cafe**
The Beestro Café is open daily from 7:30 a.m -12:00 p.m. and 2:00-4:00 p.m. for students to purchase food, socialize, and study. Students are expected to adhere to all school rules, as well, as the posted guidelines for Wildebeest Cafe use.

**Lost and Found**
Students are responsible for maintaining the safety and security of personal possessions, and are provided with lockers to aid in this endeavor. Should an item be misplaced, however, it may be found in the Student Lounge or other building common areas. When a personal article is missing, a student should check there first. If jewelry or other expensive or fragile items are turned in, they will be kept in the Upper School Office. Students, however, are encouraged to leave precious items at home and to utilize their lockers when it is necessary to have such items at school. The School cannot assume responsibility for recovering such items.

**Other Information**

**Visitors**
If a student wishes to have a visitor on campus, permission must be obtained from the Dean of Students in advance. Drop-in visitors are not permitted. In addition, the student must seek permission from each affected classroom teacher in advance. On the morning of the visit, the student must bring the visitor to the Dean of Students to introduce the visitor and to provide emergency contact information for the visitor prior to attending classes. Former students and other visitors, except candidates for admission, are asked to check in at the Upper School Office in the lower level of Moore Hall when they arrive on campus. Visitors are to observe all school rules while on campus. Students considering admission, including those visiting current students who are friends, must schedule visits through the Admissions Office.
Sales by Students
All students wishing to sell items on campus must have approval from the Dean of Students. Students may sell approved items in the Student Lounge before 8:00 a.m., during lunch in either the Student Lounge or dining hall, and after 3:05 p.m. in the Student Lounge. In general, sales are expected to benefit a school organization or a charity. As a general rule, raffles and lotteries are not permitted as fund-raising events in the Upper School.

Off-Campus Parties
Parties given off-campus in the home of a Sandy Spring Friends School student are the responsibility of the parents of that student. The School does not assume responsibility for what goes on in private homes. However, the School has an interest in the health, well-being, and appropriate behavior of students at all times and encourages responsible and thoughtful actions by those who plan and attend private parties. The School reserves the right to intervene by communicating with families or dispensing consequences to students if the party has or could have a significant impact on campus. In advance of a party, parents are strongly encouraged to be in contact with the parents of the student giving a party. Boarding students may not attend an off-campus party without advance parental approval, permission of the Dormitory Head, and clearance from the parents giving the party.

Parents Association Party Statement

Emergency Procedures/Drills
SSFS recognizes four distinct situations which require large scale emergency responses. Drills for each emergency procedure are held periodically to comply with regulations and to ensure the safety of our students, faculty, and staff. These procedures include:

Building Evacuation (Fire Drill) Protocol
The Building Evacuation protocol is used to gather students outside of buildings in assigned locations for supervision and attendance. It would typically be used for a fire drill, fire threat, bomb threat, toxic chemical spill, or other risk within a structure that can be minimized by moving outside.

Take Cover Protocol
The Take Cover protocol is used in a situation where students must move to structurally secure locations inside buildings in response to a weather threat or similar threat of building damage or collapse. Example situation: a local tornado warning dictates that all students need to be immediately taken to protective locations. The Take Cover is NOT used for a possible or immediate violent threat where a “Lockdown” or “Shelter-in-Place” would be more appropriate.
Shelter-in-Place Protocol
The Shelter-in-Place protocol is used in a situation where the School seeks to have all students accounted for and under direct adult supervision, inside school buildings. Example situation: a nearby, regional, or national safety or security situation indicates that all students need to be under direct supervision until more information is learned, but the threat is not on the campus or immediate. The shelter-in-place would not be used or an immediate, present, physical threat of violence (where a “lockdown” would be more appropriate), or for severe weather when students should move to structurally reinforced locations (a “take cover” situation).

Security Lockdown Protocol
The Security Lockdown protocol is used to quickly secure all students and staff in classrooms and other dispersed locations around camps in response to an immediate physical threat. A “Lockdown” event is one that requires sequestration and immediate, constant supervision of students in response to an actual or potentially immediate threat to personal safety. This can be a result of a campus, local, regional, or national situation.

Emergency Response
A copy of the School’s Crisis Plan Quick Reference is located in every classroom, office, and bathroom. In the event of an emergency, students will be given directions and announcements. Students are expected to remain quiet and follow all directions. In the event of an emergency, students may not leave campus for any reason (even into the custody of parents), unless given permission to leave by the Dean of Students or other authorized School employee. In the event of an emergency, the School will send a communication to parents as soon as feasible given the situation,