

FOUNDED 1876

FRIENDS ACADEMY

STUDENT & PARENT HANDBOOK

2018-2019

EXCELLENCE IN LEARNING
GROWTH IN KNOWLEDGE
GENUINE COMMITMENT TO SERVICE



STRONG MINDS.
KIND HEARTS.

270 DUCK POND ROAD, LOCUST VALLEY, NY 11560
516-676-0393 | www.fa.org

FRIENDS ACADEMY
2018 - 2019 School Calendar

TUESDAY, SEPT 4	First Day of Classes – 8:05 am
MONDAY, SEPT. 10	Rosh Hashanah – No School
WEDNESDAY, SEPT. 19	Yom Kippur – No School
MONDAY, OCT. 8	Columbus Day – No School
MONDAY, NOV. 12	Veterans Day – No School
TUESDAY, NOV. 20	Thanksgiving Break begins <u>after final afternoon commitment</u>
MONDAY, NOV. 26	Faculty/Staff In-Service Day – No School
TUESDAY, NOV. 27	Classes resume at 8:05 am
FRIDAY, DEC. 21	Christmas/Holiday vacation begins <u>after final afternoon commitment</u>
MONDAY, JAN. 7	Classes resume at 8:05 am
MONDAY, JAN. 21	Martin Luther King, Jr. Birthday Observed – No School
FRIDAY, FEB. 15	Winter Vacation begins <u>after final afternoon commitment</u>
MONDAY, FEB. 25	Faculty/Staff In-Service Day – No School
TUESDAY, FEB. 26	Classes resume at 8:05 am
MONDAY, MARCH 18	Faculty/Staff In-Service Day – No School
THURSDAY, APRIL 18	Spring Vacation begins <u>after final afternoon commitment</u>
MONDAY, APRIL 29	Classes resume at 8:05 am
MONDAY, MAY 27	Memorial Day – No School
TUESDAY, JUNE 11	Last Day LS Classes ***Full day***
WEDNESDAY, JUNE 12	Last Day MS/US Classes – Dismissal at 1:00 pm
SATURDAY, JUNE 15	Commencement – 10:00 am

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GENERAL GUIDELINES

Welcome to Friends Academy. This *Handbook* is designed to provide general information on school practices and guidelines as well as specific information for each division of the school. It is not meant to preclude telephone calls about special questions, concerns, and situations.

A student's and family's presence in the school and their signatures on the enrollment form signify their acceptance and willingness to abide by the guidelines set forth in this *Handbook* and as they shall be revised from time to time. **The school reserves the right to alter its policies at any time without prior notice.** Students and parents signify acceptance of a change in guidelines by remaining members of the school community after notice of the change is given.

I. MISSION

Founded in 1876 by Gideon Frost for “the children of Friends and those similarly sentiments,” Friends Academy is a Quaker, coeducational, independent, college preparatory day school serving students from age three through the twelfth grade. The school’s philosophy is based on the Quaker principles of integrity, simplicity, patience, moderation, peaceful resolution of conflict, and a belief that the silence and simple ministry of the “gathered meeting” brings the presence of God into the midst of busy lives. Friends Academy is committed to developing a diverse community whose members value excellence in learning and growth in knowledge and skill, a genuine commitment to service and ethical action, and a realization that every life is to be explored, celebrated, and enjoyed in the spirit of the Religious Society of Friends.

II. PORTRAIT OF OUR COMMUNITY

“**REACHES OUT**” is an embodiment of the qualities of mind, body, and spirit that we hope to foster in our students and community. By posting these qualities around the school and applying them in our classrooms and school activities, we remind ourselves of these qualities in our day-to-day action. The ***Portrait of Our Community*** is the fruit of a just and compassionate school community that wrestles openly to be faithful to its ideals.

- R** espectful, responsible, and reflective
- E** nthusiastically embraces learning
- A** ppreciates all diversity
- C** ompassionate and courageous
- H** onest and humble
- E** ngages in service within and beyond the school community
- S** trives for spiritual awareness, emotional well being, and physical health
- O** pen-minded and creative in pursuit of excellence
- U** nderstands and honors Quaker testimonies
- T** hinks analytically and independently

Updated February 2018

This document is for informational purposes only and is not to be construed as an employment agreement or contract. Friends Academy retains the right to amend or change policies or guidelines contained herein without prior notice.

III. TEACHING AND LEARNING FOR THE 21ST CENTURY: HABITS OF MIND AND HEART

Critical thinking and creative problem solving
Communication
Collaboration
Global Awareness
Resiliency, Self-Discipline and Initiative
Curiosity and Imagination
Accessing and analyzing information
Character and Ethics

IV. MEETING FOR WORSHIP

The Meeting House is a place of worship for members of the Friends Academy community. One morning each week, students, faculty, and staff sit together in reflective silence in Meeting for Worship in the manner of Friends. This is considered the most important appointment of each week, and its spirit, in the Quaker tradition of acceptance, transcends the various religions of those present at the Meeting. It is a time for reflection, community, and respectfully listening to others who are moved to speak. Visitors are always welcome in the Matinecock Meeting House.

With rare exceptions, Meeting is held at the following times:

Lower School	Wednesday	2:20	to	2:50	p.m.
Middle School	Wednesday	12:05	to	12:45	p.m.
Upper School	Thursday	9:50	to	10:30	a.m.

V. FUNDAMENTAL STANDARDS FOR CITIZENSHIP

The following are fundamental standards of behavior for all students and families at Friends Academy. Failure to abide by these standards may subject a student to suspension, dismissal, or the school's decision not to continue enrollment. A student's age, overall record, and willingness to accept responsibility for his/her behavior and the parents' (or guardians') cooperation will affect the school's response to any disciplinary situation. In all cases, the school reserves the right to judge the seriousness or impropriety of any behavior and determine the appropriate disciplinary response.

A. CODE OF CHARACTER

Friends Academy seeks to nurture strong minds and kind hearts through the wisdom of the Quaker testimonies so that our students can make the world a better place through their good works. Ethical citizenship forms the foundation of all we do. We expect all members of the community to strive to respect and model these expectations.

- Live with integrity, tell the truth, and act truthfully, regardless of what others may do or say, and encourage integrity in others;
- Treat everyone with kindness, compassion, and respect, and cultivate kindness

-
- in others;
- Strive to see the world empathetically through others' eyes, and work towards peaceful resolution when conflicts occur;
 - Help to build an inclusive community by standing up to prejudice, bullying, and intimidation and stepping in when others need help;
 - Care for our environment, including our shared spaces and resources, and encourage others to do the same.

B. BEHAVIORS THAT ARE STRICTLY PROHIBITED AND ILLEGAL:

POSSESSION OF A WEAPON: Students may not possess a weapon of any type – or intend to use another object as a weapon – at school or a school function.

POSSESSION AND/OR USE OF ALCOHOL, TOBACCO, AND ILLEGAL

DRUGS: No student may use, sell, distribute, manufacture, dispense, possess, promote the use or be under the influence of alcohol, tobacco in any form including E-cigarettes/vaping devices or any illegal drug or misuse any legal or prescribed drug at school, in school vehicles or at a school sponsored function.

GAMBLING: A key Quaker tenet bears testimony against betting, gambling, and lotteries. Participating in or promoting any form of gambling constitutes a violation of this standard.

C. DISCIPLINARY RESPONSE: A student found to have violated a Fundamental Standard of the school will be referred to an appropriate administrator and will face disciplinary consequences in accordance with school guidelines. A student's age, overall record, truthfulness, and general attitude will affect the school's response to any disciplinary situation. Additionally, the willingness of the student and his or her family to abide by the consequences set by the school will contribute to the school's assessment of whether the student may remain at Friends Academy. In all cases, the school reserves the right to judge the seriousness or impropriety of any behavior and determine the appropriate disciplinary response.

For details of disciplinary responses within each division, please see the following sections:

Lower School	Section XVI
Middle School	Section XVII
Upper School	Section XVIII

Parents and students must be aware that the commission of an act which constitutes a crime must be and will be reported to the appropriate authorities.

VI. SCHOOL CALENDAR AND HOURS

A. YEARLY CALENDAR

The school calendar has been carefully planned to provide a balance between instructional days and vacation time. It is very important for all Friends Academy families to adhere to the published school calendar (see calendar on inside front cover) in making plans for the year. **Accordingly, all absences for the purpose of extended or additional vacations will be unexcused and may result in academic consequences as established by each division.** Occasionally, due to unusual circumstances and with prior notification to the appropriate Principal, a student will be granted permission to miss school at a time other than a vacation period.

B. RELIGIOUS HOLIDAYS

In keeping with the Quaker belief in the unique worth of each individual, we respect any member of our community who wishes to fulfill a religious obligation while school is in session. On days that we anticipate a significant number of students will be absent for a religious holiday, our faculty will conduct purposeful classes, but will not cover material that will later be evaluated and thereby put those observing the religious holiday at a disadvantage. Similarly, tests and quizzes are not given on those days nor the day following the holiday.

For absence due to any religious observation, it is the student's responsibility to discuss those absences with his or her teachers, in advance, so together they can plan a reasonable time-frame for completion of homework assignments (at the discretion of the teacher) that will not be compromised by the holiday observance.

C. SCHOOL HOURS

Academic Day	8:05 a.m. to 3:20 p.m.
Main switchboard	8:00 a.m. to 6:00 p.m.
School Offices	8:00 a.m. to 4:00 p.m.
Business Offices	8:00 a.m. to 4:00 p.m.
The Learning Commons.....	7:30 a.m. to 5:30 p.m. (<i>until 4 p.m. on Fridays</i>)
Athletic Office	8:00 a.m. to 4:00 p.m.
Athletics & Activities	3:20 p.m. to approximately 5:30 p.m. or later when there are games or extended practices.

Early Childhood meets from 8:30 a.m. to 2:45 p.m. Doors open at 7:45 a.m. Students are dropped off either at the classroom or the Lower School lobby and picked up in front of the Withington House on Duck Pond Road. Six parking spots will be reserved for morning drop off.

Kindergarten students meet from 8:05 a.m. to 3:00 p.m. Students are dropped off either at the classroom or the Lower School lobby. Kindergarten students will be picked up at 3:00 p.m. at the door adjacent to the playground.

First Grade students meet from 8:05 a.m. to 3:05 p.m. Students are expected to arrive in

the Lower School lobby between 7:50 a.m. and 8:05 a.m. First Grade students will be picked up at 3:05 p.m. at the door adjacent to the playground.

Kindergarten to Fifth Grade students are expected to be in the classrooms by 8:05 a.m. when classes officially begin.

The Main Lobby begins teacher supervision at 7:30 a.m.

NOTE: Lower School students who are routinely picked up by car are dismissed by grade beginning at 3:05 p.m. Students are walked to the lower parking lot adjacent to Piping Rock Road. *The Lower School Office should be notified of a change in transportation routine, including the day and date of the change to car or bus pick-up. When you pick your child up early, sign out on the sign out form in the hallway outside of the Lower School Office.*

If there is no note or phone call, a child will be sent home by the usual procedure.

Middle School — The building is open at 7:45 a.m. Students are expected to arrive at school by 7:55 a.m. and be in their classes by 8:05 a.m.

Upper School — The building is open at 7:45 a.m. Students are expected to arrive at school by 7:55 a.m. and be in their class meetings by **8:05 a.m.**

Before 7:45 a.m. and after 3:30 p.m. there is no supervision of students except for those who are on campus for a school activity such as athletics, theater, after school Enrichment programs or Lower School Extended Day. Middle and Upper School students who are waiting for pick up after school activities should report to the lobby of Frost Hall, where there will be limited supervision until 6 p.m.

D. EMERGENCY MANAGEMENT AND SAFETY

Emergency management is overseen by the Head of School with support from the Administrative Advising Group which is comprised of division principals and building administrators. The Emergency Management Team has taken proactive steps to protect the safety of all our students and staff members. All Emergency Management Team Members have a copy of The Emergency Management Plan, which serves as a guide in responding to critical incidents. Students, faculty and staff practice emergency procedures using preset drills. The plan was written with guidance from our local and federal emergency agencies.

1. UNAUTHORIZED RECREATIONAL VEHICLES

Self-balancing scooters, more popularly known as hoverboards, are not permitted on campus or in any Friends Academy-owned building. Hoverboards include self-balancing scooters, battery operated scooters, and hands-free segways. This restriction also extends to All-Terrain Vehicles, skateboards, heelys and drones.

2. DOOR ACCESS CONTROL CARD POLICY FOR MS/US STUDENTS

Friends Academy issues door access control cards to students in the Middle and Upper Schools to permit them to enter school buildings. To enter a building, simply place your card in front of the reader (small white box with a red light next to the door) and wait for the audible beep, which indicates the door is unlocked. These cards will only unlock the following doors and only during regular school hours:

For MS students:

MS front and side doors

Athletic Center main lobby and mudroom doors

KW Learning Commons main entry

Dolan Center doors to the atrium and green room

Frost Hall entry from the quad

For US students:

Frost Hall quad entry and front doors

Athletic Center main lobby and mudroom doors

KW Learning Commons main entry

Dolan Center doors to the atrium and green room

Underhill building entry to the 2nd floor Maker Space

It is important for the security of our campus that the following rules are understood and adhered to:

- Keep the card on your person at all times while on campus. Keep it in a safe and easily accessible place.
- Do not lend your card out to others. Each card has a distinct number specific to each student.
- Do not permit people that you don't recognize to enter school buildings with you. Visitors should be directed to enter and check in at the reception desk in Frost Hall. Notify the nearest faculty or staff member if you have a concern about a stranger on campus.
- Do not prop open exterior doors.
- If you lose your card, please immediately notify Chris Semlies, Facilities Director via email chris_semlies@fa.org, so your lost card can be deactivated. A replacement card will be issued for a \$20 fee.
- All cards will be collected at the end of the year. A \$20 fee will be assessed for a lost card.

E. EMERGENCY CLOSINGS

In the event of inclement weather, Friends Academy generally follows the lead of the Locust Valley, Glen Cove, and North Shore School Districts. Announcements of school closings will be posted on the Friends Academy Web site, www.fa.org, and broadcast on Channel 12 Cablevision and Fios. Each family will also receive an automated phone call (see below) alerting them to the closure. While we expect that students will be in attendance on the days school is open, we also understand that weather conditions vary across Long Island and that the final judgment rests with each family in determining if driving conditions permit travel to school.

It is highly unusual for school to close early. However, in the event of an unexpected early dismissal, all Lower School parents will be notified by telephone, and no Lower School student will be released until parents or contact person have been contacted unless we have specific

instructions on file. No Middle School students will be permitted to leave school on district buses or with a sibling or friend unless we have specific instructions on file. No Upper School student will be permitted to go home without specific notification if the student's school district sends a bus to pick them up.

Students who drive to school are expected to remain in attendance until school is officially closed and no student will be permitted to leave early without specific parental permission. Under no circumstances should students themselves call home to be picked up. Parents who have concerns about the weather during the day should call the appropriate office for additional information.

Friends Academy utilizes an automated calling system to announce school closings and convey other urgent information. We utilize an emergency call system for contacting parents in the event of a school closing, early dismissal or other important announcements or emergencies. Please note that the dismissal procedures above remain in effect and the automated call is simply an additional source of information for parents. To insure the effectiveness of our automated calling system, please make sure your contact numbers are accurate by updating your Contact Information using your My BackPack login or by calling the appropriate division office.

F. GENERAL ATTENDANCE GUIDELINES

Lower, Middle and Upper Schools

As a Quaker school, one of the essential components for a healthy and supportive community is open and honest communication between parents and school. We are partners, working together on behalf of the student. This partnership is a critical element in the safety and overall success of the student.

The school believes firmly that classroom and daily attendance are essential requirements that support the student's learning experience. Friends Academy's attendance guidelines are based on the principle that regular attendance maximizes the student's interaction with teachers and peers, and correlates to academic success. Consistent attendance helps students develop responsible work and study habits and prepares them for the demands of college and the working world beyond. Students who develop a pattern of poor attendance (absences/late to class/late to school/early excused) undermine their relationships with teachers, their course work, and their ability to participate in the life of the school.

Successful implementation of attendance guidelines requires the cooperation of all members of the educational community, including parents, students, teachers and administration. Under the New York State Education Law, parents are responsible for the regular attendance of their children. Parents and students may view the student attendance record at any time on My Back Pack.

NOTE: Lower, Middle, and Upper school guidelines related to school attendance are taken seriously and should be carefully reviewed. Please refer below to section II for Lower, III for Middle and IV for Upper School related guidelines.

1. CALLING SCHOOL WHEN YOUR CHILD IS ABSENT

If your child is absent from school, please report the absence before 8:30 a.m. on the

morning of the absence by contacting the divisional administrative assistant.

Lower School: Gail Lucidi – 393-4230

Middle School: Marian Tobia – 393-4239

Upper School: Attendance Office – 393-4296

If the administrative assistant is unavailable, a message may be left on voicemail. Students may NOT place absence notification calls.

2. ABSENCE NOTES

In addition to calling the school, we must ask you to write a note or send an e-mail explaining the reason or the absence. The office will not mark an absence “excused” until a note from a parent is received. Upon return to school, the student should bring the absence note to the Attendance Office at the beginning of the school day. A note avoids misunderstandings. In order to verify absence notes and ensure the continuing safety of the children within our care, you can also expect follow-up telephone calls from the divisional administrative assistants if the parent did not call in the absence. An absence note needs to include the date, the reason for absence, the child’s name, and your signature.

3. EXCUSED AND UNEXCUSED ABSENCES, LATENESS TO SCHOOL AND EARLY DISMISSAL

As educators and parents, we must be role models. While we will always respect your parental decisions, we ask that you avoid sanctioning absences for inappropriate reasons. Additionally, New York State law specifies that students may only miss school for very specific reasons.

The following categories are considered **excused absences, lateness to school and early dismissal** in accordance with New York State School Law:

- School-sponsored or sanctioned trips or activities
- Personal Illness
- Court Appearance
- Death in family and/or Funeral
- Religious observances
- Driver's License test (DMV)

In addition, Friends Academy considers the following as excused absences:

- 12th Grade approved college visits (3) must be preapproved
- Suspension – Day of Reflection

Unexcused absences, lateness to school and early dismissal include, but are not limited to:

- Extended family vacations outside of the school calendar
- Appointments that can easily be made after school hours
- Oversleeping, missing the bus
- Studying for a test
- Working, helping at home

If a student will miss school for more than one school day for any reason other than listed under excused absence, the parent must contact the Principal or Dean of Students to discuss the nature of the absence and determine how this will affect the child's class work.

Students who are absent are responsible for meeting with their teachers and setting up a plan to make up homework, tests, or quizzes that were missed. Students should check the Website, consult syllabi, e-mail teachers, or call classmates for assignments. For an extended illness and upon request, the administrative assistant can collect homework for a student. Parents should contact the Principal if the student will be absent for more than five (5) days to ensure continuity of instruction. Students who leave early or arrive late are responsible for meeting with teachers of classes missed that day.

4. PROCEDURE FOR LATENESS TO SCHOOL

Students arriving late (after 8:05 a.m.) must sign in with the divisional administrative assistant. For students who are late, parents must send an e-mail or a note in with their child, explaining the reason for lateness.

Students are not permitted to leave campus from the time they arrive in the morning until they leave for home at the end of the day without the explicit permission of the Principal or Dean of Students.

5. EXTRA CURRICULAR POLICY

Students arriving after 9 a.m. are ineligible to participate in after school or evening events. This includes practices or rehearsals. If a student is sick and unable to attend school, we would ask that the student make getting well a priority and we would not expect the student to attend any after school events or programs. In cases where there are extenuating circumstances, the student and/or parent may contact the division Principal or in the Upper School the Dean of Students to receive an exemption to participate.

6. PROCEDURE FOR EARLY DISMISSALS

If a student must leave school during the school day, the student must follow the procedures outlined below. Any student who requests to be released from school early for a medical appointment, religious observance, or other reason must provide a parental note of request to the main or attendance office prior to leaving school. Parents of middle school students must come into the office to sign their child out. Upper school students must sign out in the attendance office. The school strongly encourages that all medical appointments be made after school hours or during vacations. In the case of an emergency medical appointment (dealing with illness), a note from the doctor's office **will be required**.

G. ILLNESS DURING SCHOOL

When a student becomes ill during the day or has an accident that requires medical attention, the school nurse will be consulted. The nurse, in conjunction with the divisional administrative assistant or faculty person in charge, will notify the family and request that the student is picked up. Under no circumstances should students themselves call home to be picked up. Students requiring emergency care will be transported by ambulance to an appro-

priate hospital or medical facility. Parents will be immediately notified.

NOTE: It is very important that we have on file the current phone numbers of those to contact in case of illness or accident.

H. STUDENTS ENTERING OR LEAVING SCHOOL DURING THE DAY

If a student enters school after morning attendance, the student must sign in at the attendance office. If a student must leave school during the school day, the student must follow the procedures below:

- a. Any student becoming ill during the day is to report to the nurse's office and must sign out with the nurse in order to leave school.
- b. Any student who requests to be released from school for a medical appointment, religious observance, or any other reason must provide a parental note of permission to the attendance office prior to leaving school.
- c. Inform teachers of classes that will be missed.

VII. STUDENT SUPPORT SERVICES

Students at Friends Academy are provided academic and personal support in a variety of ways throughout the three divisions. Our faculty members understand and appreciate the importance of balancing a commitment to scholarship with an attention to the personal development and growth of each student. Through grade level teams and individual advisors, the structure of the school promotes an in-depth understanding of each student.

A. ACADEMIC AND SOCIAL ADVISING

Friends Academy considers itself to be a nurturing community whose members work closely with students to support their academic and social lives and who value the inherent worth of every individual. The academic and social advisory function of the school is robust and built upon the idea that positive relationships between students and caring adults lies at the heart of a quality education. Specific approaches and programs in each division of the school address each student's needs in developmentally appropriate ways.

B. LEARNING SERVICES

Friends Academy provides support services to a diverse population of capable students within the regular academic program. We seek to celebrate the unique worth of each learner and to understand the learning needs of our students at an early age and provide them the necessary support through early intervention strategies. Encouraging students to become more self-aware while helping them to build their skills, develop critical thinking skills, and learn to compensate for their learning differences, the ultimate goal of the program is to help students move toward independence throughout their time at Friends Academy. The program aims to educate the parents, students, and teachers, about learning differences, and to nurture a partnership between the home and school where open communication and clear planning is focused on the individual needs of the student.

In the Lower, Middle and Upper Schools, the goals are to identify learning differences,

recommend and provide early intervention strategies, and to begin to help students better understand their learning challenges and strengths. As students move into the Middle and Upper Schools, the goals are to continue to support students as needed, to help them to develop compensatory strategies, better understand their strengths and challenges, and become independent learners by learning to develop self-advocacy skills, and to achieve academic self-reliance.

A full-time Learning Specialist in each division, along with the School Psychologist, supports students with learning differences and helps teachers employ strategies to meet the needs of diverse learners. The Learning Specialist integrates with the regular program and works closely with the classroom teachers. A child study team in each division composed of the division Learning Specialist, School Psychologist, the division Principal, and team leaders or class deans meet regularly to discuss students of concern. These groups recommend teaching strategies, identify appropriate accommodations, and devise approaches to support students who are having difficulty academically. All accommodations and services are designed to help students meet with success within the regular academic program. In some cases, students may be recommended for achievement and/or psycho-educational testing, and the child study team will monitor this process and help to interpret evaluations for teachers and parents. (*Please refer to section XVI for Lower, XVII for Middle and XVIII for Upper School student support guidelines.*)

C. GUIDELINES FOR GRANTING 504 ACCOMMODATION PLANS

A student with a significant disability may have certain rights under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, to reasonable accommodations that reduce the effects of their disability on their academic functioning.

Section 504 - Accommodation Eligibility requirements

All children who have a physical or mental impairment, which substantially limits a major life activity, have a record of such impairment, or are regarded as having such impairment, are eligible to apply for a Section 504 accommodation plan.

Major life activities include, but are not limited to, seeing, walking, hearing, learning, working, performing manual tasks, or self-care.

Substantial limitations are defined as:

- The student is unable to perform a major life activity that the average student of approximately the same age can perform

OR

- Demonstration of significantly restriction in the condition, manner or duration under which a particular life activity is performed as compared to the average student of approximately the same age. The impairment must be substantial rather than commonplace, when compared to the average student of approximately the same age.

APPLICATION PROCEDURE

The parent or guardian must submit a letter to the school psychologist outlining their concern and which accommodations they are seeking.

Once a letter is received from the parent or guardian, other information will be gathered and reviewed by the Division 504 Committee to determine eligibility

The parent will be asked to provide appropriate evidence of the negative impact of the

disability upon academic functioning.

The school psychologist is the official 504 administrator. The 504 committee is comprised of the divisional principals, learning specialists, school psychologist, and other subject teachers as deemed appropriate and necessary.

DECISION AND IMPLEMENTATION

Once the Division 504 Committee has acquired all necessary information, they will meet to determine whether the student meets the criteria for an accommodation plan.

If the 504 committee feels that a student's impairment does not have a significantly negative impact upon their academic functioning, the student will not be granted accommodations. Representatives from the committee will meet with the family to discuss the rationale for the decision. The family can ask that the decision be revisited at a later date should academic struggles continue or if new evidence were obtained.

If the 504 committee feels that accommodations are warranted, a meeting will be scheduled with the family and student to discuss implementation of an appropriate **provisional** plan.

This plan will be viewed as provisional for a period of four months. At the end of the four-month evaluation period, the appropriateness and effectiveness of said plan will be reviewed. If the accommodation plan has not been effective in helping the student with the academic concern, it may be either revised or discontinued. If the 504 committee deems the accommodation plan effective, it will be officially adopted.

Once a 504 plan becomes official, periodic re-evaluation may be required to continue accommodations. A re-evaluation may be necessary if any significant changes to the accommodation plan are sought in the future or if there is evidence that the limitation may rise to the level of a learning disability.

The 504 Committee may determine after reviewing all materials that the student's impairment may meet the NYS standards for a learning disability. In that case, the family will be referred to the local public school district to determine whether a learning disability exists. If a student is classified as "learning disabled" by the district, an IEP (individualized educational plan) will be created. This plan will determine what special education services and accommodations may be required. Though Friends Academy attempts to support all students with disabilities, it is not always capable of providing all accommodations a student might require.

D. DEADLINE FOR REGISTRATION FOR STUDENTS WITH AN INDIVIDUALIZED EDUCATION PLAN

For all students newly enrolling in Friends Academy, who already possess an IEP through a public school district other than the Glen Cove City School District; **You must register your child's need for special education services with the Glen Cove School District, no later than June 1 prior to the upcoming academic year** or your child will not be able to access services for the imminent school year.

E. COUNSELING SERVICES

The School Psychologist (the counselor) provides consultation with students and parents to address social and emotional issues that may arise throughout the calendar year. The counselor maintains daily hours for student and faculty “walk in consultations.” In addition to offering general information and ongoing support, the counselor provides short-term individual counseling for students, runs counseling groups as needed, and makes referrals to appropriate therapeutic resources. The Lower School receives additional services of a part-time school psychologist provided by Nassau County BOCES.

F. OTHER PROFESSIONAL SUPPORT

BOCES provides Friends with a part-time speech/language professional, a full-time nurse and a doctor for routine physicals. A certified, athletic trainer is also on staff.

VIII. DRESS CODE

The dress code reflects our respect for the traditions and mission of the school. All clothing should be clean, comfortable, and appropriate. Our Quaker mission asks that we honor the equality and dignity of every community member. As Quakers believe in leading lives of material simplicity and peace, we ask that community members please refrain from wearing either overtly expensive items (including clothing or jewelry drawing attention to expense, brand names, or slogans) or any clothing that symbolizes or advocates for violence in any form. We hope following the guidelines below and keeping dress code in perspective can help guide us in avoiding distraction from what is truly important.

1. UPPER SCHOOL PROCEDURE:

Dress Code is enforced during the morning class meetings by the Class Deans and advisors and throughout the day by teachers and administrators. A student who chooses to attend school wearing clothing listed on our “not permitted” list will be considered “out of code” and will be given a restorative conference. *Please see specific guidelines in Upper School Guidelines, on page 44.*

2. MIDDLE SCHOOL PROCEDURE:

Advisors will check the student’s dress each morning during attendance, and special area teachers will be vigilant about observing adherence to the dress guidelines throughout the day. If a student is found to be out of code, he or she will be asked to rectify the problem immediately. If the student is unable to resume appropriate dress, he or she will be reported to the Middle School student’s advisor. Continued concerns in this area would necessitate a parent and student meeting with the Principal. *Please see specific guidelines regarding the Middle School Dress Code and the Disciplinary Policy section on page 34.*

3. LOWER SCHOOL PROCEDURE:

The classroom teacher checks the student’s dress each morning. If the student is out of code and is unable to resume appropriate dress, the parent will be notified. Continued

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concerns in this area would necessitate a parent meeting with the Principal. *Please see specific guidelines in Lower School Guidelines, on page 26.*

IX. TEXTBOOK ORDERING PROCEDURES

Your public school district is obligated to provide a limited supply of textbooks to students residing in the district, according to per-student budget allocations, even if they attend non-public schools. Please read the following textbook ordering guidelines carefully. Booklists should be available in late April and will be accessible through the Parent & Student Info Hub at www.fa.org.

If you decide to purchase any textbooks, please be sure to buy the editions listed on the school booklist using the ISBNs provided.

Procedure for Students who reside in:

A. For students served by Suffolk County and all of Nassau County EXCEPT Seawanhaka, Farmingdale, and Oceanside, it is not necessary to submit a book order form; your books will be provided through the school.

You will receive more information over the summer about how and when these books will be distributed.

B. If you live in Seawanhaka, Farmingdale, and Oceanside school districts, you will need to complete a specific book order form. These districts generally request that forms be submitted to districts offices by May 15th. Given the timing of our scheduling process, we realize that this may not be possible. We do ask, however, that you turn in your forms to your district office as soon as possible. If you wait until August, districts may not be able to fill orders in time for the start of school.

C. If you live in a borough of New York City, a few of your books may be provided by the city. Typically, families receive very few books through this system due to budgetary constraints and the process is quite cumbersome. We try to provide some books from our inventory for these students. Please be aware that you are responsible for ensuring that your child has any books not provided by New York City by the start of the year.

HOW TO OBTAIN TEXTBOOKS DIRECTLY FROM THESE THREE SCHOOL DISTRICT – Farmingdale, Oceanside and Seawanhaka:

The following instructions are for those families who will request textbooks directly from their school district offices.

Textbooks provided by these school districts are loaned and must be returned to the district at the end of the school year. Students are not allowed to write in or highlight these books. The district will bill you for defaced or lost books.

The procedure for borrowing books from your school district is as follows:

1. Review the textbook list found on the Parent & Student Info Hub and identify the books required for your courses. Additional copies of the list are available in the divisional offices and the Dean of Faculty's office.

2. Obtain "Textbook Order Forms" from divisional offices or the receptionist's desk in Frost Hall. The Principal, Assistant Principal, or divisional Administrative Assistant may be required to sign these forms to authorize your selections. Please check the specifics with your school district.

3. Fill out the forms completely using all of the information on your book list.

4. On or before your district's deadline, you must bring these forms to the Textbook Coordinator of your school district. We recommend that you contact your district to confirm specific procedures as deadlines may vary. The district will order the books and notify you when they arrive. If you order late and your books do not arrive by the start of school, you will be expected to purchase your books from the Friends Academy Campus Store. It is your responsibility to have your books when school begins.

Some books can also be purchased online.

X. HOMEWORK

While the amount of homework varies from grade to grade, parents should help establish a routine and make certain there is a quiet, well-lighted place for students to study. Parents may help students get started by reading directions together or discussing a writing assignment but should avoid becoming too involved. Students need to learn to work independently, to "self-start" and, at times, to work through material slowly and with considerable effort. Parents who are concerned about a student should write the teacher a note or make an appointment to pursue solutions.

XI. PERSONAL PROPERTY & SECURITY – LOCKERS, CUBICLES, DESKS, ETC.

Each of us has an obligation to protect our own personal belongings and protect and respect the belongings of other members in the community. At the start of each school year students in the Middle and Upper schools are assigned lockers in the school building and in the gym locker room to be used to safe guard personal belongings and school materials. While we remind students to refrain from bringing in valuable and expensive items, we strongly encourage students to secure all possessions, especially laptops, cell phones, calculators, personal music devices, jewelry, and money in locked lockers or ask an administrator or teacher to secure the items for the day. Students who play musical instruments are also provided a locker or secure storage space in the music area.

A. SCHOOL ACCESS TO LOCKERS, CUBICLES, DESKS, ETC.

There are certain areas that are considered school property such as lockers, cubicles, desks, and similar storage areas. The school reserves the right to examine any or all of these areas, including personal property brought to campus, at its discretion. Every effort will be made to sustain a climate of trust and respect with regard to these areas.

XII. LIBRARIES

The mission of the Friends Academy libraries is to function as the intellectual heart

and information center of the school. To fulfill this mission, the libraries provide curriculum support, research guidance, enrichment through literature appreciation, and other learning experiences to the students, faculty, administration, staff, and parents of the school community.

The school's Textbook Central repository is located on the top floor of the library.

All library material must be returned by the end of the school year. The school will bill families for lost or damaged items.

The Lower School Library serves students in Play Group through grade 5 and is open and staffed from 7:45 a.m. - 3:00 p.m., Monday - Friday. Students may borrow items for three weeks and parents are notified via e-mail when items are overdue.

The Kumar Wang Learning Commons serves students in grades 6-12 and is open and staffed Monday - Thursday from 7:30 a.m. - 5:30 p.m. and Fridays from 7:30 a.m. - 4:00 p.m.

Food is not allowed in the library except for special events or advisory period. Beverages are permitted if they are in a covered container.

Students are expected to use their time productively, i.e., study, read, work on projects, or do research or homework.

- In order to maintain an atmosphere conducive to study, students should speak quietly and be courteous and respectful to others.
- Library computers are for academic use only.
- As a service to others, students should clean up their work area upon leaving.
- All library materials should be treated with respect.
- All school guidelines regarding dress code, cell phones, etc. apply in the library.

The Library Tribute Fund is a wonderful way to support the library's programs and recognize a member of the community. Please contact the Parent Council Executive Secretary for more information.

AFTER SCHOOL GUIDELINES:

The Library is open Mon-Thurs until 5:30 p.m. and until 4 p.m. on Friday.

The library is open late for Middle and Upper School students who need a place to work after school. Middle School students must sign up in advance on the Middle School on the bulletin board outside the principal's office. When arriving to the library, students must sign in at the main desk not later than 3:45 p.m. Middle School students should settle down to work when they arrive and stay in the building until they are ready to leave campus whether being picked up by a parent or walking to the bus area. All school guidelines and rules regarding student behavior remain in effect.

XIII. TRANSPORTATION

Friends Academy students arrive and leave by a variety of methods of transportation. A detailed explanation on the transportation guidelines, including pick-up and drop-off, will come from your division head.

Students wishing to go home with another student on his or her bus must receive per-

mission from the bus driver or company. Please note that the school **cannot** give permission for a student to ride another student's bus. Parents are responsible to organize this with the bus company.

Should there be a concern about bus transportation, the specific school district's Transportation Office or bus company should be notified. If the problem persists, the Lower, Middle or Upper School offices should be contacted.

XIV. VISITORS TO FRIENDS ACADEMY

Visitors to the school are frequent and welcome. In order to sustain the integrity of our open campus and also to be helpful to our visitors, we ask that all visitors sign in (and out) at Frost Hall. Students who wish to have a friend on campus for any part of the day may do so only with the **advance permission** of their Principal. Former students who have been expelled or not invited to return at the end of a school year and current students serving a suspension may not return to campus without explicit permission from the Head of School, Dean of Students, or appropriate Principal.

XV. ROLE OF THE PARENT

A. PARENT CONDUCT AND INTEGRITY

Friends Academy believes that a positive and constructive working relationship – grounded in our Quaker values and Fundamental Standards – between the school and a student's parents (or guardian) is essential to fulfilling the mission of providing for the intellectual, artistic, athletic, social, moral, ethical, and spiritual development of each student. Mutual respect and kindness; direct and honest communications; patience; trust; and civil and well-mannered resolution of disagreements must govern all interactions between parents and the faculty, staff, and administration. This cooperative and reciprocal relationship between families and the school creates a welcoming and healthy learning environment for all, but especially for students. At all times and in all places, parents and faculty, staff, and administrators should model the Quaker spirit of Friends Academy in their actions and words.

The School welcomes constructive feedback from families about the experience of their child or children. In the Quaker spirit of plain speaking, parents best support a school climate of trust and respect by communicating concerns directly and honestly to the teacher or administrator closest to the issue. The school will insure a just, fair, timely, and confidential process for addressing parent concerns and, in each case, will delineate lines of responsibility and communication.

While parents may not agree with every decision by the school, in most cases, we believe that we can find common ground and continue a mutually respectful and trusting relationship. In the extreme case, an impasse may make it difficult for the parent to remain a constructive member of the community. In such cases, both the parent and school should consider whether another school would be a better match for the family.

Friends Academy reserves the right not to continue enrollment of a student if the school

reasonably concludes that the actions of a parent (or guardian) undermine the school's expectations about conduct, make a positive and constructive relationship impossible, and seriously interfere with the school's ability to fulfill Friends Academy's educational purpose and mission.

B. THE PARENT COUNCIL

The purpose of the Parent Council is to promote the welfare of Friends Academy by maintaining a close working relationship among parents, faculty, administration, staff, and trustees. All parents of current students are automatically members and are encouraged to attend the two Parent Council general meetings. The president and vice president of the Parent Council are *ex officio* members of the Board of Trustees, and all officers of the Parent Council are interested in parent opinions. Volunteers are always welcome to help with the many events organized by the Parent Council. Those interested in helping with any of the Council's functions should call the specific chairperson. *See Parent Council Guide to our Quaker School* on FA Web site.

C. SEPARATED OR DIVORCED PARENTS

In families in which parents are separated or divorced, Friends Academy will treat each parent equally. Unless prohibited by a court order, a certified copy of which must be provided to Friends Academy, each parent is welcome at school events, functions, and conferences. In addition, unless prohibited by a court order, a certified copy of which must be provided to Friends Academy, each parent will be sent report cards and student evaluations, and each parent will receive school publications, assuming the school has received notice of an appropriate address.

Although difficulties between parents may exist, the school cannot permit personal differences between spouses or former spouses to interfere with the student while at Friends. We are sensitive to the rights of parents, but we must put the interests of the student first. There may be instances in which joint custody of a student is modified by court order. In such an instance, Friends Academy is obligated to, and will abide by, the terms of the applicable court order. It is incumbent upon the parent claiming a modification of joint custody to provide the school with a court certified copy of the applicable order as soon as it becomes available so that it may be reviewed by the school's attorneys and administration.

D. PARENT-SPONSORED ACTIVITIES

On occasion, parents sponsor and/or organize off-campus activities that are not officially sanctioned by the school. Official, school-sanctioned activities are announced to families through mail sent directly from the school on school letterhead, in school publications, or sent electronically from the school network. Parents should exercise judgment when allowing their child(ren) to participate in any off-campus activities that are not officially sanctioned by the school and understand that the school does not have authority over these activities.

E. FACILITIES USAGE GUIDELINES

Requests for the use of any athletic facility outside of a scheduled and organized Friends Academy activity must be made to the Director of Athletics. An application for facility usage must be executed prior to the event, by fully completing and submitting the Application for Facility Usage Form, including proof of insurance and all required support documentation. If approved, these programs must also be supervised by an employee of Friends Academy. It is not acceptable for any individual member or members of the community to access the facilities at any time without prior approval or without proper supervision.

F. BEHAVIOR OUTSIDE OF SCHOOL

Students and their families should recognize that along with the privilege and opportunity to attend Friends Academy goes the responsibility of representing the school positively in the community at large. When the school becomes aware that a student has violated its Fundamental Standards outside of school, the Dean of Students, Principal, or Head of School will notify the parents and discuss with them ways in which the school and parents can work together to address the student's behavior. A student's behavior outside of school and the parents' willingness to work with the school to address that behavior may affect the school's decision to continue the student's enrollment.

Specifically with regard to off-campus, private, social functions involving Friends Academy students, parents should always be present. Parents should feel neither guilty nor embarrassed about setting their own rules and insisting that they be respected. Students should understand they are guests and behave accordingly.

Special Note: Alcohol or other drugs should never be served to students. Parents who choose to ignore this understanding place themselves at extraordinary legal risk and jeopardize their child's safety and continued enrollment at Friends Academy. Friends Academy reserves the right not to re-enroll a student should that student engage in or should the parents allow or ignore this warning concerning the use of alcohol or other drugs at off campus private social functions.

G. STUDENT SOCIAL ACTIVITIES OUTSIDE OF SCHOOL

Friends Academy considers the supervision of students' lives outside of school to be the responsibility of their parents. However, we do recommend that school nights be used for study rather than social events.

When planning social gatherings for students in the Lower and Middle Schools, parents are encouraged to:

1. Schedule events on weekends.
2. Mail invitations rather than hand them out in school (this avoids hurt feelings).
3. Provide adequate supervision for the safety and security of the children.

Since Lower School children do not always live in the same community and need unstructured play settings, families are encouraged to make an extra effort to arrange reciprocal play dates, including transportation.

In planning a social event, it is important to remember the school's emphasis on moderation and the need for careful, active supervision.

H. DEVELOPMENT OFFICE – ANNUAL FUND

The Annual Fund is the single most significant fundraiser for the school and Friends Academy anticipates and expects all parents to support the school through contributions to the Annual Fund. Since tuition does not cover the entire cost of educating a student at Friends Academy, funds from our Annual Fund support the operating budget, helping to bridge the gap between tuition and the cost of educating each student. These funds are also used to enable the school to offer financial aid, to offer competitive salaries to our faculty, and to provide the many programs that make a Friends Academy education distinctive and life-changing. Your gifts are fully tax deductible, and you have until June 30th to make a gift for the current academic year.

Leadership gifts form the core of our Annual Fund and provide a major portion of the total. However, each and every gift is important and demonstrates a tangible commitment to Friends Academy and to our dedicated faculty and staff. Families are encouraged to give generously according to their means. Please join your fellow parents in supporting the Annual Fund. Your gift matters - we are all in this together!

Please do not initiate any independent fundraising for individual projects or purposes. Multiple appeals beyond the current school-sponsored fundraisers can overwhelm our parents. **Before asking parents, alumni or friends to contribute to a cause, please contact the Development Office to discuss your ideas.** Well-intentioned efforts sometimes detract rather than enhance community support if not put in the context of the overall school vision. Although we may consider fundraising initiatives that will complement our current mission, we are also mindful that parents and other constituents give generously of their resources. We must be conservative in soliciting our community so that the interests of Friends Academy remain the top priority. Please contact our Development Office well in advance of any perspective fundraising activity so that we can thoughtfully work toward a possible solution.

I. GIFT GIVING

We understand the desire of parents to acknowledge and thank faculty and staff with gifts at holidays or the end of the year. We ask that gift giving is in keeping with our Quaker principles of simplicity, moderation, and equality.

XVI. HEALTH AND MEDICAL FORMS

Friends Academy now uses Magnus Health, an electronic storage system for student health records. All NEW students need the Vital Health Record, a current Physical Exam form and an immunization record completed and then scanned and uploaded to the Magnus site by Aug.1st. All returning students entering grade EC, K, 2, 4, 7, 8, and 10 must update their Physical Exam and immunization record. All students need to have the Vital Health Record completed by the parent annually. However, please note that ALL students in Middle School

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and Upper School MUST have a physical examination by a private physician as well as a parent/student consent form completed each year in order to participate in interscholastic athletics. All forms should be scanned and uploaded to the Magnus website before the beginning of school or pre-season practice. Forms are available for downloading on the FA and Magnus websites.

A. ADMINISTRATION OF MEDICATION

The New York State Department of Education has established guidelines for the administration of medication during school hours. In accordance with those regulations, any child who needs to take medication of any kind (**including over-the-counter medication and vitamins**) cannot carry or take the medication on their own. In addition, no student may receive medication (even over-the-counter) from the school nurse **without** a written doctor's order and parent permission. If your child might require Tylenol or other over-the-counter medication please have the medication forms filled in, signed by you and your healthcare provider, and return the form to the Nurse's office. Over-the-counter (OTC) medications must be in the original manufacturer's container/package with the student's name affixed to the container.

It is against Friends Academy guidelines for any student to carry medication (except for documented need for an inhaler and/or EpiPen). Please help your student comply with these guidelines by providing a physician's order for any medication your child might require during the school day.

1. Daily Medications: To dispense any daily medication to a student, a parent and prescriber's authorization form must be on file in the student's medical record. A form is available on the Magnus website. The medication order must be renewed annually.

2. Antibiotics: If a child must take an antibiotic drug during the school day, a parent and prescriber's authorization is needed. If the antibiotic is three times a day, unless otherwise directed, this means, morning, after school, and bedtime. If the antibiotic must be administered during the school day, the medication must be delivered by a parent or guardian in a properly labeled pharmacy bottle with the permission slip and doctor's order. Medication should not be transported daily to and from school. Parents should ask the pharmacist for two containers, one to remain at home and one at school.

3. Allergies: If your child has allergies, please make sure it is noted on his/her medical record. If the allergic reaction is severe (for example a food allergy to peanuts) and your healthcare provider requires that an Epi-pen and Benadryl be on hand in the Nurse's Office at all times, please make sure you send in the medication with the required doctor's order and parental permission form. This form is on the FA and Magnus websites for your convenience. Please make sure your child's medical record reflects accurate medical condition information.

If you have any questions or concerns about your student's health, the Nurse's office number is **516-393-4221**.

B. PRIVACY OF HEALTH INFORMATION

The Nurse's Office, School Counselor, and Athletic Trainer maintain the personal health information of students. Consistent with the operation of a school community, this information is shared on a need-to-know basis among the staff of Friends Academy and with outside medical service providers. While Friends Academy is not a covered entity under HIPAA, it makes every reasonable effort to maintain the privacy of the personal health information of its students. If you have any questions or concerns about this issue, please contact the Head of School or the Director of Finance.

C. GUIDELINES ON CONTROLLING NUT PRODUCTS ON CAMPUS

Friends Academy strives to be a nut-free campus. Because we are an open campus with many people coming and going, and even though we make every effort to eliminate nut products and raise awareness about this issue, we cannot insure that our campus is nut-free.

Peanut butter and nut products have been eliminated from our food service, campus, and school-sponsored events and activities. In addition, we ask that families refrain from sending peanut or other nut-based foods to school. Families of those children with severe food allergies are asked to work closely and cooperatively with our school nurse to clarify the exact nature of the medical condition. Classroom teachers and divisional Principals will be informed of the details and will establish protocols for our response if a severe allergic reaction does occur. Allergic students and the faculty who teach them have ready access to epinephrine auto-injectors in the event of anaphylaxis.

XVII. LOWER SCHOOL GUIDELINES

A. LUNCH

Children in Early Childhood bring their lunch and eat in the Withington House with their teachers. Grades K-5 have a choice of hot lunch, sandwiches, salad bar, soup and assorted side offerings in the dining Commons; children in Grades K-2 dine family-style with their teachers. The teacher and school nurse should be informed of any dietary restrictions.

B. DAILY ATTENDANCE, ABSENCES, AND ILLNESSES

1. ABSENCES

The statements about attendance in the General Attendance Guidelines section apply to all Lower School students. When parents remove children from school prior to its official ending, they must sign out in the Lower School Office. If students are absent for more than three days, please inform the school nurse of the nature of the illness or tell the Office and we will contact the nurse. If parents do not call the Lower School Office to tell why the student is out, the school will call to get a reason for absence by the end of the school day. The Lower School Principal will send a letter to the parents alerting them of excessive absences from school. A conference may also be called with parents to better understand the situation from all points of view.

2. UNEXCUSED ABSENCES

If a student has multiple unexcused absences during the year, a parent conference will be called by the Lower School Principal.

3. LATENESS

Kindergarten through grade 5 students are expected to be in the lobby no later than 7:55 a.m. Teachers are charged to take attendance at exactly 8:05 a.m., and after that time your child will need to stop in the office to get a late slip.

4. EARLY DISMISSAL AND PLAY DATES

When students are picked up early, parents must report to the Lower School Office where they will sign the student out for the day or for a particular time. If students have a play date, both the sending and receiving parent must send a permission note to school.

5. ABSENCES FROM FIELD TRIPS AND CONCERTS

Lower School students are required to participate in all school functions including field trips, overnight trips as well as evening and day musical concerts. Students who miss these important events for unexcused reasons are required to be present in school. Additionally, because concerts are the culminating activity of the music curriculum, participation makes up a large part of the student's year end grade and any absence will be recorded on the final report card. The LS Music Teacher should be notified a minimum of seven days prior to the concert if through extenuating circumstances a student will be unable to participate.

6. UNEXCUSED ABSENCES, TARDINESS AND EARLY DEPARTURES:

Any absence, tardiness or early departure is considered unexcused if the reason for the absence does not fall into the excused categories (see above – excused). Examples of unexcused absences could include but are not limited to family vacation, sports or dance lessons, sleeping in late, babysitting, haircut, oversleeping, missing classes to study for another class, staying home to rest for an extracurricular activity, leaving school without permission, patterns or excessive excused absences.

C. LOWER SCHOOL DRESS CODE

The dress code reflects our respect for the traditions and mission of the school. All clothing should be clean, comfortable, and appropriate. Our Quaker mission asks that we honor the equality and dignity of every community member. As Quakers believe in leading lives of material simplicity and peace, we ask that community members please refrain from wearing either overtly expensive items (including clothing or jewelry drawing attention to expense, brand names, or slogans) or any clothing that symbolizes or advocates for violence in any form. We hope following the guidelines below and keeping dress code in perspective can help guide us in avoiding distraction from what is truly important.

1. DAILY DRESS CODE

- **Acceptable Pants:** dress or casual dress pants, chinos, khakis, or colored denim (not blue).

Not acceptable: Blue jeans, sweatpants, exercise or spandex pants, shorts, overalls, or leggings worn without a dress over them.

- **Acceptable Shirts or Tops:** dress shirts with or without collars, polo shirts, rugby shirts, blouses, turtlenecks, and sweaters/sweater-vests. Shirts and tops can be long sleeve, short sleeve or sleeveless. Solid or patterned designs are acceptable. Shirts should also be of appropriate fit and length.

Not acceptable: Tank tops, spaghetti-strapped tops, “cold shoulder cutouts”, cropped tops, halter tops, t-shirts, plunging necklines, baggy shirts, sequined shirts, and casual hooded or brand name sweatshirts.

- **Acceptable dresses, skirts or formal skirt suits:** All items should be chosen with attention to the appropriate fit, length, and coverage to avoid exposing undergarments during their daily activities. Skirts and dresses should not be too high above the knee, no more than mid-thigh. Crew neck or collared dresses are acceptable with long or short sleeves or sleeveless.

Not acceptable: Mini-skirts, mini-dresses or dresses/skirts that have spaghetti-strapped tops, “cold shoulder cutouts”, cropped tops, halter tops, or plunging necklines that reveal undergarments.

- **Acceptable footwear:** All walking shoes, sneakers, casual dress shoes, boots, and flats can be worn as footwear.

Not Acceptable: High heels, sandals, flip-flops and slippers are not acceptable. (Snow or rain boots in inclement weather are fine).

- **Headwear:** Hats and tops with hoods are not appropriate in school buildings, though head coverings required for religious purposes or to honor cultural tradition are allowed.

2. SPECIAL DRESS CODES

- **Special Event Dress** - 5th grade Moving Up Final Meeting for Worship in June - faculty and students should wear formal apparel: jackets, ties, dress pants and dress shoes; semi-formal dresses or pant-suits and dress shoes. For regular weekly meeting for worship, jackets are optional.
- **Warm-Weather Dress code** is honored in September and May/June. Warm-weather guidelines include allowances for dress shorts of modest length (not cargo shorts) and short collared short-sleeve polo-style shirts. Athletic sneakers or sandals with backs are acceptable.
- **Dress Down Days** are the first Friday of the month and as announced by the Principal. In keeping with the core tenets of the dress code policy, students must keep in mind that simplicity and modesty must continue to inform choice in dress. All clothing choices should be clean, comfortable, and appropriate.
- **Acceptable clothing:** Leggings with a shirt that reaches at least to the top of the thigh, blue jeans, tee shirts (with acceptable language or message), sweatshirts, modest length shorts (mid-thigh or longer).
- **Unacceptable clothing:** military style clothing, spandex, ripped clothing

D. ACADEMIC CONCERNs

1. HOMEWORK

In the Lower School we place value on the entire student experience. Children work hard throughout the day and in order to support play time and down time in after school hours we do not begin formal homework until grade 2. In grades 2-5 we want homework to serve as an authentic connection between school and home learning. It is also an opportunity to hone independent skills. If your child is struggling with homework please let the classroom teacher in a timely fashion.

2. STUDENT SUPPORT SERVICES

In the Lower School each team member and all the special teachers are aware of each child's progress. Regularly scheduled team meetings often focus on how to help a student succeed academically or adjust socially. Whenever an unusual concern surfaces, the Principal contacts parents and a conference is held. Occasionally, the school psychologist and/or learning

specialist are asked to evaluate the student, and the school nurse is involved if there is a possible health issue.

3. LOWER SCHOOL CHILD STUDY

Guidance, educational, and counseling issues are reviewed by the Lower School Child Study Team. The team meets with faculty and parents. The team makes recommendations for support strategies for the student in the classroom, at home, or through work with other professional tutors and counselors. The Child Study Team can also recommend support to students who want a confidential atmosphere in which to discuss any problems they may have. Appointments may be made through the Lower School Administrative Assistant or The Child Study Team might ask parents to attend a meeting. When teachers identify a student's academic difficulty, they work with the child individually or in small groups and keep the parents informed of plans and progress. They develop a strategy with the parents, other teachers, and the learning specialist to overcome the concern. If the needs of the child continue to suffer, the Child Study Team is advised by way of a referral. If a formal evaluation is recommended by the school, the School Psychologist or Lower School Principal arranges a meeting with the parents, the tester, and the teacher to review the testing and discuss further action.

E. THE REFERRAL PROCESS

1. Teacher or parent identifies child as experiencing ongoing academic and/or social/emotional/behavioral issues.
2. Teacher develops classroom intervention/s.
3. Teacher shares concerns with parents to determine if they are aware of the concerns and if there is anything going on in the home affecting school performance. Furthermore, teacher documents meeting in Record of Conversation.
4. Teacher brings child to the attention of the Administration, Learning Specialist, and School Psychologist by completing a Child Study Team Referral Form.
5. Learning Specialist and/or School Psychologist do a classroom observation of the student of concern.
6. Child Study Team meets and reviews the student of concern, making a team decision based on evidence.

F. STANDARDIZED TESTING

The Educational Records Bureau (ERBs) CTP IV assessment is given to all students in grades 3, 4, and 5 in the fall. In addition, students are administered standardized achievement tests periodically.

G. REPORTS TO PARENTS

Formal written reports are submitted to parents twice a year (February and June) in all grades. *Goal Setting Sheets*, goals jointly set by teachers and parents, will be given to parents at the end of the Fall Conference. Parent conferences take place twice a year in October and

February. However, teachers are always available by appointment. A parent or teacher can request a conference at the time of the Spring Report. Dates for conferences will be announced at Back-to-School Nights and in mailings.

H. BEHAVIORAL EXPECTATIONS

At FA LS we use the Responsive School Discipline Approach which is aligned with our Quaker tenets. The goals of this approach are to assure that children:

- Feel physically and emotionally safe in school so that they can learn their best
- Learn the skills for working and learning collaboratively with others.

In keeping with Responsive School Discipline, the students, faculty and I will develop the school rules together in the coming month. They will be positive and broad. The adults will then take time to model and teach children how to translate these rules into actions in different situations. We will introduce rules and behavior expectations and guide students in practicing them. Using respectful words and tones of voice, we remind children of these expectations. When children behave positively, we let them know we noticed. These actions let children know what the expectations are and help them stay motivated.

When children have difficulty managing their behavior, the adults handle the misbehavior firmly while preserving the child's dignity. Our first step is to stop the misbehavior quickly and simply (with a word or gesture). If needed, we take further steps to help the child regain self-control, fix any problem caused by his or her mistake, and get back to productive learning.

In decided how to handle students' misbehavior, we take into account how severe the misbehavior is and how likely it is to happen again. We may:

- Simply give the child a reminder or tell the child to do something different.
- Have the child sit closer to the teacher (often just being closer to an adult helps children remember what they're supposed to do.)
- Use "take a break" (the child goes to a distraction free place in for room for a little while to regain self-control.
- Limit the choice of activities for a while (for example, soccer at recess)
- Guide the child in fixing problems caused by his or her mistake (for example, helping the custodian clean up if she made a mess in the bathroom.)

When a student needs additional supports we may:

- Use a buddy teacher take a break (the child goes to distraction free space in another teacher's room to gain self-control)
- Use private take a break for a short or longer period of time (the child goes to a supervised non-classroom space such as the library or the LS conference room.
- Have the child spend a day of reflection at home (she spends the day thinking about the misbehavior and how to make it right with those involved. This includes a written component.)
- Meet with child and parents to find other solutions.

When a child has a day of reflection, a parent must accompany the child to school the next day for a re-entry meeting with the teacher and principal. This meeting is typically held within the first hour of school.

We at FA LS strongly believe that child want to and can meet expectations. We value partnering with parents to help students do well and feel good about going to school.

I. SCHOOL TRIPS

Outdoor Education, the Community Service Program, and special cultural events are trips to off-campus locations. Whenever students leave campus, whether for a few hours or for a three-day Outdoor Education experience, parents are asked to sign a permission slip which will include the date(s), times of departure and return, destination, and purpose of the excursion. Overnight trips that occur each year are the Fourth Grade overnight outdoor education trip, the Fifth Grade outdoor education trip, and the Fifth Grade spring trip to a nearby East Coast city (Boston, Philadelphia, Washington D.C.). For class trips, the core teacher will pick up medication from the school nurse.

J. CAR SEATS

State law requires that all children under the age of four years be restrained in a car seat when being transported in any motor vehicle, including school buses or vans. Accordingly, parents of children under four years old must provide a car seat for their child on any day their child will participate in a school trip. If the parent fails to provide a car seat, the child will not be allowed on the bus or van.

K. BEFORE SCHOOL ARRIVAL

Early care begins in the Lower School Lobby at 7:30 a.m. There is no supervision for children arriving in the Lower School lobby before 7:30 a.m. If you are unsure of the time you are dropping off, it is suggested that parents wait with their children until the teachers come on duty at the assigned time.

Note: The parking lot is primarily meant for drop off and pick up. Parents are discouraged from walking the older children into the building because it ties up the drop off in the morning.

L. PLAYGROUND AFTER HOURS

Lower School students are allowed to play after school under the watchful supervision of their parents. Once a child is handed over to the parent or child caregiver, the teachers are off duty and can no longer be responsible for the child's safety.

Please remember that classroom and school behavioral guidelines and game rules remain in place while children are on the Friends Academy Campus. Tackle games and contact sports are not allowed on the Lower School playground during school or during after school play.

Lower School children are not allowed to wait in the Kumar Wang library without a tutor, parent, teacher or older MS or US sibling.

M. AFTER SCHOOL PROGRAM

The After School Care program gives students an opportunity to continue the socialization aspects of their day by engaging in activities, and they will also have the option to com-

plete their daily homework with the help of responsible adults. On good weather days, they will have outdoor time. The After School Program will run each day that Lower School classes are in session from 3:30- 6:00 p.m. As with the Enrichment Program, the students will be dismissed from their classrooms at the end of the regular school day, and escorted to the areas where the program will be running. We have added a drop-in guideline for emergency After School Care. Please call Gail Lucidi at 516-393-4230, if you want to exercise this option.

During After School Care, students will choose which “activities” they will participate in each day and the activities will be scheduled and planned in advance according to highest levels of interest. Examples of choices include: arts and crafts, fun with lanyards, play dough, cooking/baking and outdoor time on the playground. Additionally, homework help is also offered. The After School Care Program will run in close collaboration with the exciting Enrichment Program. Students can do either or both programs.

N. LOWER SCHOOL ENRICHMENT PROGRAM

The Lower School Enrichment Program runs from Monday through Thursday in the fall and again in the spring and offers a wide variety of programs such as: chess, debate, yoga, science, arts and more. These programs are taught by experienced Friends faculty and professional instructors. The sessions are designed to broaden students experience, deepen their understanding of certain subjects and/or develop specific skill sets. To accommodate the varied learning levels, there are three sections: K-1st, 2nd-3rd, and 4th-5th.

Enrichment programs are Monday-Thursday from 3:30-4:30. All participating students are escorted from their classrooms directly to the enrichment studios/classrooms at dismissal. Snack and water are provided.

All students must be enrolled to attend enrichment. The number of students per session is limited. To ensure all students access to the programs, each individual student will be limited to generally two programs during the fall and spring sessions (i.e. Chess K-2 and Story Theater). Enrollment will be done via e-mail and programs will close as they reach their enrollment maximums. There will be no exceptions made. Please note that sessions may be offered again in the future. Confirmations will be sent out to the e-mail address used to register. Classes may be canceled due to insufficient enrollment.

NOTE: When there is an emergency closing or early dismissal day, neither program will be in session.

Behavior expectations for after school programs match the expectations listed under Lower School Behavior in this document, see section G.

O. MEETING FOR WORSHIP

Students and faculty in Grade 2 - Grade 5 attend Meeting for Worship in the Meeting House on Fridays at 2:20 p.m. Early Childhood, Kindergarten and First Grade have their service in their classrooms. Parents are welcome to attend with their child.

P. BIRTHDAY PARTY SUGGESTIONS

1. Please avoid holding all-class parties if it is not your true preference. However, to invite all but a few in a class is viewed as problematic.

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2. Please mail or e-mail all invitations instead of having your child give them out in the classroom.
 3. Please remember to call the host or hostess whether or not your child will attend.
 4. Remember, the cost and selection of a gift is your choice and should not be affected by precedents set by others.
 5. Regardless of the size or locale of the party, adequate supervision is important to consider for the safety and security of the children.
 6. If you want to have a large gathering, but do not want to invite the whole class please invite either all the boys or all the girls.
 7. For all other parties or sleepovers, we strongly suggest a small group of 4-6 friends. Inviting 8 out of 16 girls or 14 out of 18 boys in a class can only lead to hurting the feelings of others unnecessarily. While we understand the desire to invite a small group of children to an event, we ask you to bear in mind the possible consequences upon the group's working relationships, if half of the class or just a few are excluded from the party.
 8. Avoid gathering the partygoers after school for transport to the party. Even though this may be easier, it is much better to have the children arrive at the party on their own.
 9. Some families have parties and then invite a select few to stay for a sleepover. This is your right, but it does not work when sleeping bags come to school. It can have the effect of causing children not invited to this part of the party to feel unnecessarily left out.
 10. If not everyone from the class has been invited, please refrain from posting, or letting your child post, pictures from the party on social media. It is very easy to feel left out when you see others celebrating.
 10. Classroom teachers and students have a specific way of celebrating birthdays in the classrooms. In Lower School parents often drop off a birthday snack on the morning of the birthday, but that is certainly not required. (All snacks should be nut-free.) Summer birthday students often celebrate half-birthdays. Keeping in the tradition of simplicity, we ask that the treat not be elaborate and be friendly toward the teacher and the celebrant who will distribute the treat toward the end of the day. We try to keep these occasions uncomplicated and comfortable for all families, so parents are not invited to attend the birthday circle.

Q. IN-CLASS CANDY & TREATS

Lower School asks that you not send in unsolicited candies and other sweet treats for holidays and parties.

XVIII. MIDDLE SCHOOL GUIDELINES

A. ABSENCE AND LATENESS

In addition to the statement regarding absences in the General Guidelines Section (V, E) students who are absent from school are responsible for making up homework, quizzes, or tests that were missed. Students may check the school Web site or call a classmate for information regarding assignments. Students who will be absent due to illness for more than a few days should call the Middle School administrative assistant (ext. 239) and arrange to have a parent or sibling pick up work from the Middle School office. Upon returning to school, students are expected to speak to each teacher to determine what needs to be made up and the time frame. Absence for a family emergency or for a religious observance (see section V, B) is excused.

Unexcused absences due to extended family vacations outside of the regular school calendar (see inside front cover) may cause students to miss important class discussions, notes, etc., and ultimately may have an effect on the student's semester grade. The parents should inform the Principal prior to the absence. Students must speak to teachers in advance of an unexcused absence and make arrangements to make up work. Teachers should not be expected to prepare work packets in advance or provide extra help for missed work. The teachers will also determine if any assessments missed during the absence can be taken. If the student is allowed to retake an assessment, they should expect it to be given immediately upon their return.

Students should arrive on time to school ready to participate in the school day. Students who are late to school should communicate with their advisor or MS office the nature of the lateness. In all cases, a student who arrives late to school without a valid reason (note, e-mail or phone call from parent or school bus delay) is considered unexcused. Excessive lateness, excused or not, will also be assigned a DP for every fifth lateness.

B. EARLY DISMISSALS

Students who need to leave school before regular dismissal at 3:20 p.m. must bring a note or have their parents send an e-mail to the Middle School office explaining the reason and noting the pick-up time. Communication from the parent must occur before 1 p.m. of the school day if they hope that messages regarding dismissal plans to be communicated to the student. The parent must meet the student in the Middle School lobby and sign him/her out in the office. Routine medical appointments should be arranged whenever possible for after school or on scheduled vacations. Parents need to recognize that late arrivals and early dismissals from school interrupt the student's routine and put him or her at risk for missing important academic work and special announcements. In all situations, permission for early dismissal due to sickness must be approved by the school nurse.

C. MIDDLE SCHOOL DRESS CODE

The dress code reflects our respect for the traditions and mission of the school. All clothing should be clean, comfortable, and appropriate. Our Quaker mission asks that we honor the equality and dignity of every community member. As Quakers believe in leading lives of material simplicity and peace, we ask that community members please refrain from wearing

either overtly expensive items (including clothing or jewelry drawing attention to expense, brand names, or slogans) or any clothing that symbolizes or advocates for violence in any form. We hope following the guidelines below and keeping dress code in perspective can help guide us in avoiding distraction from what is truly important.

1. DAILY DRESS CODE

- **Acceptable Pants:** dress or casual dress pants, chinos, khakis, or colored denim (not blue).

Not acceptable: Blue jeans, sweatpants, exercise or spandex pants, shorts, overalls, or leggings worn without a dress over them.

- **Acceptable Shirts or Tops:** dress shirts with or without collars, polo shirts, rugby shirts, blouses, turtlenecks, and sweaters/sweater-vests. Shirts and tops can be long sleeve, short sleeve or sleeveless. Solid or patterned designs are acceptable. Shirts should also be of appropriate fit and length. If desired, suit jackets and sport coats are also acceptable.

Not acceptable: Tank tops, spaghetti-strapped tops, “cold shoulder cutouts”, cropped tops, halter tops, t-shirts, plunging necklines, baggy shirts, and casual hooded or brand name sweatshirts.

- **Acceptable dresses, skirts or formal skirt suits:** All items should be chosen with attention to the appropriate fit, length, and coverage to avoid exposing undergarments during their daily activities. Skirts and dresses should not be too high above the knee, no more than mid-thigh. Crew neck or collared dresses are acceptable with long or short sleeves or sleeveless.

Not acceptable: Mini-skirts, mini-dresses or dresses/skirts that have spaghetti-strapped tops, “cold shoulder cutouts”, cropped tops, halter tops, or plunging necklines that reveal undergarments.

- **Acceptable footwear:** All walking shoes, sneakers, casual dress shoes, boots, and flats can be worn as footwear.

Not Acceptable: High heels, sandals, flip-flops and slippers are not acceptable. (Snow or rain boots in inclement weather are fine).

- **Headwear:** Hats and tops with hoods are not appropriate in school buildings, though head coverings required for religious purposes or to honor cultural tradition are allowed.

2. SPECIAL DRESS CODES

- **Special Event Dress** - 8th grade Moving Up Final Meeting for Worship in June - faculty and students should wear formal apparel: jackets, ties, dress pants and dress shoes; semi-formal dresses or pant-suits and dress shoes. For regular weekly meeting for worship, jackets are optional.

Updated February 2018

This document is for informational purposes only and is not to be construed as an employment agreement or contract. Friends Academy retains the right to amend or change policies or guidelines contained herein without prior notice.

- Warm-Weather Dress code will be announced by Administrators, as needed. Typically, warm weather dress code is honored in September and May/June. Warm-weather guidelines include allowances for dress shorts of modest length (not cargo shorts) and short or long sleeve dress shirts or collared short-sleeve polo-style shirts. Athletic sneakers or sandals with backs are acceptable.
- Dress Down Days are typically the first Friday of the month or as announced by the Principal. In keeping with the core tenets of the dress code policy, students must keep in mind that simplicity and modesty must continue to inform choice in dress. All clothing choices should be clean, comfortable, and appropriate.
- Acceptable clothing: Leggings with a shirt that reaches at least to the top of the thigh, blue jeans, tee shirts (with acceptable language or message), sweatshirts, modest length shorts(mid-thigh or longer).
- Unacceptable clothing: military style clothing, spandex, ripped clothing

D. CLASS ATTENDANCE AND DENIAL OF COURSE CREDIT

Class attendance is essential for any course. Patterns of Lateness, Absenteeism or Early Dismissal can result in an intervention by the school to correct the behavior. (See Section D).

Denial of Course Credit

Students may not be awarded course credit in a class if they miss more than fifteen percent of class time due to excused or unexcused absences, tardiness, or early departures. Class attendance is taken on a period-by-period basis. The student and parents will receive a written warning notification prior to reaching the fifteen percent.

E. INTERVENTION REGARDING ATTENDANCE ISSUES

Student attendance is tracked through the Friends Academy database. If a student is frequently late, absent, or removed from school early, whether excused or not, they will be identified by the student's advisor in cooperation with the administrative office. The communication regarding the issue will be as follows:

1. Advisor or administrative office will send communication via email or parent conference regarding the pattern of lateness or absenteeism. Consequences will be assigned depending on the frequency or pattern of the problem behavior.
2. By the end of the first semester, students who have continued to exhibit erratic attendance patterns will receive a written warning regarding this concern.
3. If, after the warning letter is received and the behavior is not improved parents will be asked to attend a meeting with the Principal to discuss the issue and identify a plan to resolve it.
4. At the end of the year every student attendance record will be reviewed to insure that their record of attendance is in keeping with the Friends Academy General Guidelines. Failure to meet those expectations will result in possible class failure or a requirement for supplemental instruction.

mentary work over the summer. In certain situations, the student will not be reissued their reenrollment for the following school year.

F. TRANSPORTATION

Car pickup for Grade 6 is at 3:20 p.m. in front of the Middle School. Car pickup for Grades 7 and 8 is at 3:30 p.m. in front of the Middle School. Middle School students who have a Lower School sibling must report to the Lower School parking lot for pick up.

Parents are not permitted to pick up students on Duck Pond Road.

All buses leave from in front of the Dolan Center promptly at 3:35 p.m. every day.

Students who miss the bus must inform the Middle School teacher on duty and return directly to the Middle School office to contact the parent to arrange to be picked up at the Middle School. Students wishing to go home with another student on the district-provided bus must get permission from both families, the school and the bus driver, district or bus company. The school alone cannot give permission to ride another student's bus.

*****Most districts do not allow this.***

G. SUPERVISION

1. AFTER SCHOOL GUIDELINES

It is important for parents to know that the school takes the supervision and safety of each child as primary importance in the work we do each day. Middle school students are old enough to be able to stay after school without being monitored closely by a teacher but they are expected to follow the protocols that are in place to insure their whereabouts on campus is known and that there is clarity about how the student is going home and at what time. Late buses begin arriving at approximately 5:00 p.m.. It is the responsibility of the parent to insure that their district provides late bus pick up service. Students taking the late bus should report to the Dolan Center. A Friends Academy teacher supervises late bus pick up at the Dolan Center. Students who are being picked up by car may wait either in the Dolan Center or in the lobby of Frost Hall. Both locations have an adult supervisor present. **Students must be picked up no later than 5:30 p.m. from these locations. If for any reason a student can not be picked up by 5:30 p.m., the parents must contact the Principal of the Middle School.** (Occasionally students have late theater rehearsals or athletic games that extend beyond this time. Parents will be informed by the supervising teacher/coach.) Since the library closes at 4pm on Fridays, students should not plan to stay after to work. If a parent must pick up a student late on Friday and the student is not involved in a specific after school activity, the student must sign in on the bulletin board outside of the principal's office and report to the lobby of Frost Hall at 3:45 p.m. The school receptionist is on duty until 5:30 p.m.

Bus and Car pick up occur between 3:15 and 3:45 p.m. Students may remain after 3:45 p.m. if they have scheduled extra help with a teacher, are participating in a school sponsored activity (i.e., Athletics, Theater), are using the library, or watching an athletic event on campus. Students are expected to communicate their after school plans with the parent before leaving home in the morning. Any students receiving extra help, using the library, or watching an athletic event are expected to sign-in on the bulletin board outside the Principal's office and

indicate where they will be on campus, how they will get home, and at what time. Any student found on campus after 3:45 p.m., not signed in on the bulletin board outside the principal's office or not found in the location that was indicated on the bulletin board will receive an automatic detention. Students are never permitted to leave campus unsupervised after school.

The Library is open Mon-Thurs until 5:30 p.m. and until 4 p.m. on Friday.

The library is open late for Middle and Upper School students who need a place to work after school. Middle School students must sign up in advance on the Middle School on the bulletin board outside the principal's office. When arriving to the library, students must sign in at the main desk not later than 3:45 p.m. Middle School students should settle down to work when they arrive and stay in the building until they are ready to leave campus whether being picked up by a parent or walking to the bus area. All school guidelines and rules regarding student behavior remain in effect.

2. STAY-THROUGH

On several occasions throughout the school year, "stay-through supervision" will be provided for students who live a significant distance from Friends or who are participating in another school sponsored activity prior to an evening event. Students are informed during Monday morning assembly about a potential stay-through evening (i.e. music concert, theater performance, sports night). A Middle School teacher is assigned to supervise stay-through students and order pizza for dinner. (Students who can not eat pizza are expected to bring their own dinner from home.)

Procedure:

They are to adhere to the following procedure:

- The parent must e-mail Marian Tobia (marian_tobia@fa.org) and let her know the student intends to stay-through.
- Students must sign up on the GoogleDoc sent by the principal in advance of the stay-through.
- Students must report to the stay-through teachers on the day at 3:30 p.m. for attendance and instructions.

Students are expected to abide by these rules. If a student is found on-campus during a stay-through evening without permission from home, parents will be contacted immediately and the student will receive a detention. Students who live close to the school are encouraged to invite a friend who lives a distance from the school to their home on these occasions. Arrangements to do this must occur in advance and not the day of the stay-through and the student's parents must be informed of the plans. Students are not permitted to leave campus during stay-through. If there needs to be a change in the arrangements, the parent must contact the Principal.

H. LUNCH

All students have a choice of hot lunch, sandwiches, salad bar, soup and assorted side offerings in the dining Commons. The dining Commons is also open before school for students wishing to buy a snack or breakfast before classes begin. Occasionally, students will go off

campus for lunch with their advisory group. Parents will receive notification of this and will be asked to sign a permission slip. Students are not permitted to purchase snacks at times other than those designated.

I. ACADEMIC CONCERNS

1. HOMEWORK

In addition to the statements about homework in the General Guidelines section (IX), please note that in Middle School each teacher assigns roughly 20 to 30 minutes of homework in each subject area. This is largely to develop independent, analytical thought as the student moves towards Upper School.

Some long-range projects may be assigned which have as part of their goal the development of planning, foresight, and time management. These projects should be done over time rather than in a frantic push the night before. Independent reading is seen as a long-term assignment.

2. EXTRA HELP

Extra help is available to all Middle School students, either by groups or individually, and is considered an invaluable way for students to formulate questions and develop their skills in determining what they do or do not understand. Generally, group help is offered during and after school. Each grade level has group help built into its weekly schedule. Students desiring individual extra help must arrange a time with their teacher before or after school. Through these sessions, teachers will better understand their student's specific strengths and areas needing support.

3. QUANTITATIVE AND QUALITATIVE DEFINITION OF GRADES

Students in Grade 6 begin to receive grades on their quizzes, tests, projects, and on the report card. Please refer to Upper School Guidelines for information on the grading system.

4. ACADEMIC PROBATION

Students who receive a failing grade at the end of the year in two or more courses or who have demonstrated over time consistent problems getting work turned in on time will be placed on academic probation. Students who pass all their courses but maintain a consistent profile of performance below grade level may also be put on probation. Placing a student on "probation" is an indication that the school is intending to develop a plan of action in discussion with the parents to support the student. After a period of time if the student demonstrates consistent improvement then he or she will be taken off probation. However, if the student does not modify the academic performance, the student may be asked to leave the school.

5. FAILURE OF A COURSE

If a student receives a failing grade at the end of the year in a course, that student must either attend summer school or receive an approved number of hours of tutoring in that subject area.

J. STUDENT SUPPORT SERVICES

In the Middle School, all students are assigned to a faculty advisor. Advisors meet with their group of 10 to 12 advisees every morning at 8:05 a.m., in the afternoon before bus dismissal, and during a regularly scheduled period each week. Individual advisor/advisee meetings are scheduled on an as-needed basis. The advisor develops a rapport with his or her advisees and provides basic advice on academic and social issues. The team of advisors meets regularly to review advisee progress. Advisors will make contact with parents if an academic or social issue arises or if a conference is needed.

As advocates for their advisees, the advisors work in partnership with the parents to resolve difficulties that students may encounter and to celebrate each advisee's positive growth and achievement. For very specific academic concerns, the advisor often encourages the parent to speak directly with the teacher. To set up a conference with either the teacher or advisor, a parent may call the Middle School administrative assistant (ext. 239) and request a return call or set up an appointment. Along with the advisor and team of teachers, the school psychologist, the learning specialist, and school Principal provide advising support for students and families. (Please refer to all-school guidelines, section VI.)

1. REFERRAL PROCESS FOR ACADEMIC CONCERNs

- Upon identifying a student with an academic concern, the team of teachers may institute a number of support systems to try and provide the structure and routine necessary for a successful middle school experience. These steps may include: Plan book signing, encouraged attendance at extra help sessions and a parent meeting.
- If the concern is not addressed after instituting the first steps, the team, in cooperation with the learning specialist and school Principal may increase the measures of support within the school. This may include: mandated attendance at extra help, participation in the after school homework program, classroom accommodations, weekly parent feedback or a student contract.
- Following the first two steps, if the student continues to struggle, the team of teachers, in cooperation with parents, learning specialist and school Principal may institute a more formally scheduled plan of support. This may include: Scheduled times to meet with the school learning specialist, in house testing accommodations, the initiation of informal or private screenings to inform areas of support.
- After the steps listed above have been adequately explored and the student continues to struggle, the plan of action moving forward would involve formalized evaluation of the student which might include the involvement of the local school district to provide support services or accommodations.

K. RESPONSIBILITIES OF COMPUTER & NETWORK USERS

1. WHEN USING TECHNOLOGY AT SCHOOL OR AT HOME:

- Students must not engage in any negative behavior through use of the network.
- Students must not engage in any form of “hacking” such as breaking into the privacy of another’s computer by impersonation or damaging another’s computer in any way.
- Students must not intentionally seek information about, browse, obtain copies of, or modify files, passwords, or tapes belonging to other people, whether at Friends Academy or elsewhere, unless specifically authorized to do so by those individuals.
- Students must not create, send, or forward electronic chain letters or unnecessary multiple recipient e-mail.
- Messages, sentiments, and declarations sent as electronic mail or electronic publishing must meet the same standards for distribution or display as if they were physical documents or instruments. You are free to publish your opinions, but they must be clearly and accurately identified as coming from you, or, if you are acting as the authorized agent of a group recognized by Friends Academy, as coming from the group you are authorized to represent.
- Adhere to the rules of copyright. Network users must respect all copyright issues regarding software, information, and authorship. All material on the network should be assumed to be copyrighted. No material is to be downloaded for the purposes of duplication.

(Refer to the Friends Academy Guidelines on Academic Honesty, Appendix A.)

2. COMPUTER USE AT SCHOOL

Students in grades 6, 7 and 8 will be issued a school-purchased iPad or other device for school use only. This device will be assigned to the students at the beginning of the year, and returned at its conclusion. Parents are responsible for providing a wireless internet signal for home use and are responsible for loss or damage to the device. An optional insurance program is available to families. In addition to devices for personal use, the MS maintains its own computer lab which is available to students throughout the day. In all situations, students are responsible for adhering to the Friends Academy network use guidelines.

L. STANDARDIZED TESTING

The Educational Records Bureau (ERB) CTP IV assessment is given to all students in Grades 6 through 8 in the fall. Parents may request that the results of these tests be mailed home and if desired may request a follow up discussion with the Principal.

M. REPORTS TO PARENTS

Formal semester grades are recorded on student transcripts and sent home at the end of

January and in June along with course comments for students receiving a grade lower than "C." Estimated grades (those not recorded on transcripts) and brief comments in each course are posted online in MyBackPack quarterly. In mid-November, after receipt of estimated grades and comments, all parents are expected to meet with their child's advisor to discuss academic, social, and behavioral goals and progress to date.

A brief "profile" summary of this conference is written by the advisor and sent home in early December. In mid-March, Middle School advisors meet with all their advisees' academic teachers to discuss academic, social, and behavioral growth. Together, the team of teachers determines if the student is progressing at, above, or below the expected norm. This report, along with the second semester estimated grades and a brief advisor comment, is mailed home in early April. At this time, the parent or advisor may request a parent conference. In addition, two advisor telephone "check-ins" with parents occur at the beginning of the school year and again in January, providing an opportunity for parents and advisors to report on progress and ask any pertinent questions.

N. BEHAVIORAL EXPECTATIONS

We assume that students intend to do their best in all areas of school life. Students and their parents are expected to support the philosophy, mission, and Fundamental Standards of the school willingly and to adhere to the school's standards of behavior and citizenship. Our discipline system is intended to help students understand what they have done wrong and take responsibility for their actions whether intended or not. Restorative justice is built on the premise of helping children understand the harm that poor decisions create and examining how they can make reparations. Parents are an essential partner in all disciplinary matters. Students are supported by the advising system, counseling, calls home, parent conferences, and other means deemed appropriate by the Principal.

1. Minor Offenses are generally handled by a system of disciplinary points (DPs). DPs are given to students who commit relatively minor transgressions against the school's expectations for conduct. Students who accumulate five DPs will receive a detention to be served during the Enrichment period. The student is asked to reflect on the DPs s/he received and write a reflection of what s/he has learned and how to avoid making the same mistakes again. Minor offenses are overseen by the advisors.

An accumulation of 5 DPs results in a student serving a detention. The first detention received is served during the Thursday morning enrichment period, the second is served after school, the third becomes an in-school day of reflection. If a student receives a fourth detention, the team of teachers along with the principal discuss the appropriate consequence. Students serving a detention reflect on their mistake, discuss it with the teacher supervising the detention and then write a restorative reflection. A copy of this reflection is placed in the student file and a copy is mailed home.

2. Major Offenses include those in which a student violates a Fundamental Standard of the school (See Section IV). Failure to abide by the Fundamental Standards including,

but not limited to, bullying, lack of respect for peers, teachers, or property, disrespectful or derogatory language, repeated disruptive behavior, dishonesty, cheating, plagiarism, stealing, fighting, vandalism will result in immediate communication between the student, advisor, the Principal, and parents. A Restorative Discipline Meeting will be held. The goal of the Restorative Meeting is for the student to meet with the advisor and principal and have an opportunity to take responsibility for their actions, reflect and speak to how and whom has been adversely affected by their behavior, lessons learned, and possible ways for the student to make restitution for their actions. The parents and student are expected to meet with the advisor and Principal to review the concerns and the consequences.

Consequences are determined by the appropriate grade-level team of teachers and recommendations may include a detention, in or out-of-school Day of Reflection or, in extreme cases, separation from the school. Students who serve a Day of Reflection may not return to classes until they have a Restorative Meeting with the principal which will always include an apology to those harmed or affected and a written Restorative Reflection. The disciplinary response will depend upon the student's age, overall record, severity of the infraction, and the student's willingness to accept responsibility for his or her behavior.

3. Dress Code Expectations

The advisors check for dress code compliance each morning so that dress code infractions can be addressed immediately. If a student is "out of code," the advisor gives the student a warning for the first offense and the student is asked to correct the problem. Students are given DPs for further dress code infractions and the parents are informed. If necessary, a meeting with student, parent, and advisor is arranged if the student accumulates too many dress code DPs.

O. SCHOOL TRIPS

Outdoor Education, the community service program, and special cultural events mean trips to locations off-campus. Whenever students leave campus, whether for a few hours or for a three day Outdoor Education experience, parents are asked to sign a permission slip which will include the date(s), times of departure and return, destination, and purpose of the excursion. If a student forgets to return the permission slip by the day of the trip, the student will remain at school. Parents are not permitted to phone in or fax permission.

Trips that involve overnight stays also include a parent orientation meeting. Annual trips include the Grade 6 trip to Ashoken, the Grade 7 Outdoor Education trip to Greenkill, and the Grade 8 winter trip to Frost Valley. Trips off campus are frequently accompanied by an additional charge. Parents will be billed accordingly.

P. COMMUNICATION DEVICES AND MESSAGES

During the school day, from 7:45 a.m. – 3:20 p.m., the school expects our students to be focused on the challenges of their classes and activities. We therefore do not allow use of cell phones during the academic day. Upon arrival at school, students are expected to silence their cell phones and place them in their backpacks/book bags. If a parent needs to commu-

nicate an essential message to a student during the academic day, he or she should contact the Middle School office by e-mail (marian_tobia@fa.org) or by phone (516-393-4239) not later than 1:00 p.m. **Parents are asked to refrain from texting messages to their children during the school day.** It is highly recommended that the parent and student discuss after school and/or pick-up arrangements in the morning before arriving at school as it is difficult to deliver messages to students when they have left the Middle School building and are in the theater or the gym at the end of the school day. School phones are available to our students for necessary communication and may be used with adult permission. If a student is found using their phone during the day or a phone is seen in an exterior pocket of a jacket or pants, it is confiscated and given to the principal and may be picked up at end of day. Students receive an automatic detention.

XIX. UPPER SCHOOL GUIDELINES

A. DAILY ATTENDANCE AND ABSENCES

The school day begins at 8:05 and ends at 3:10. Students missing all or part of the day must follow school procedures for absence or leaving school early. Leaving school early without permission is a violation of school rules and will result in disciplinary consequences. All students are expected to arrive promptly at 7:55 a.m. and to meet all scheduled appointments. Class meetings or science lab begin promptly at 8:05 a.m. and all students are required to attend.

1. LATENESS

Attendance is taken promptly at 8:05 a.m. Should students arrive after 8:05 a.m., they are expected to sign in with the Upper School administrative assistant in the Attendance Office (room 101).

2. ABSENCES

If a student is absent, a parent is expected to call or e-mail the Attendance Office (393-4296) no later than 8:30 a.m. In keeping with the principles of the school, we would expect direct and honest communication from the parent. Students who are absent from school must submit a written excuse, signed by a parent/legal guardian, within three days of the student's return to school or their school attendance record will permanently reflect an unexcused absence after this time. (The excuse should indicate the reason for and the date(s) of the absence. Please also note that phone calls to the school notifying staff of a student's absence that day do NOT replace the need for a written note when the child returns.)

3. CLASS ATTENDANCE

Class attendance is essential for any course. The Dean of Students' office will send a letter to the parents alerting them of excessive absences from school and/or a course. A conference may also be called with parents, student, advisor, and teacher(s) to better understand the situation from all points of view.

4. DENIAL OF COURSE CREDIT

Students may not be awarded course credit in a class if they miss more than twenty percent of class time due to excused or unexcused absences, tardiness, or early departures. Class attendance is taken on a period-by-period basis. The student and parents will receive a written warning notification prior to reaching the twenty percent.

B. UPPER SCHOOL DRESS CODE

The dress code reflects our respect for the traditions and mission of the school. All clothing should be clean, comfortable, and appropriate. Our Quaker mission asks that we honor the equality and dignity of every community member. As Quakers believe in leading lives of material simplicity and peace, we ask that community members please refrain from wearing

either overtly expensive items (including clothing or jewelry drawing attention to expense, brand names, or slogans) or any clothing that symbolizes or advocates for violence in any form. We hope following the guidelines below and keeping dress code in perspective can help guide us in avoiding distraction from what is truly important.

Standard Dress Code during regular school hours:

Boys should wear ties with collared dress shirts, suitable pants with a belt and casual shoes; girls should dress in a comparably neat and presentable way, with each student following the guidelines below:

1. DAILY DRESS CODE

- **Acceptable Pants:** Dress or casual dress pants, chinos, khakis, or colored denim (not blue).

Not acceptable: Blue jeans, sweatpants, exercise pants, shorts, overalls, or pants that are frayed or ripped; **Special Note:** Spandex pants or leggings must only be worn under a dress or skirt.

- **Acceptable Shirts or Tops:** Dress shirts with or without collars, blouses and tunics, sweaters/sweater-vests, and turtlenecks. If desired, suit jackets and sport coats are also acceptable.

Not acceptable: Polo shirts, tank tops, spaghetti-strapped tops, cropped tops, halter tops, T-shirts, sweatshirts, rugby shirts, or tops with plunging necklines that reveal undergarments.

- **Acceptable dresses, skirts or formal skirt suits:** All items should be chosen with attention to the appropriate fit, length, and coverage to avoid exposing undergarments during their daily activities. Skirts and dresses should not be too high above the knee, (no higher than mid-thigh).

Not acceptable: Mini-skirts, mini-dresses, or spaghetti-strapped or cropped tops with plunging necklines that reveal undergarments.

- **Acceptable footwear:** All walking shoes, casual dress shoes, boots, and flats can be worn as footwear.

Not Acceptable: Sneakers or running shoes with logos, high heels, flip-flops and slippers are not acceptable and are also not safe. (Snow or rain boots in inclement weather are fine).

- **Headwear:** Hats and tops with hoods are not appropriate in school buildings, though head coverings required for religious purposes or to honor cultural traditions are allowed.

2. SPECIAL DRESS CODES

• Special Event Dress - days (ie: Fourth Day honors ceremony), announced in advance, when faculty and students should wear formal apparel: jackets, ties, dress pants and dress shoes; semi-formal dresses or pant-suits and dress shoes. For regular weekly Meeting for Worship, jackets are optional.

• Warm-Weather Dress code goes into effect when high heat and humidity arrive. Administrators will announce these days in advance. Warm-weather guidelines include allowances for shorts of modest length (not cargo shorts) and short or long sleeve dress shirts or collared short-sleeve polo-style shirts, with ties and jackets optional.

• Dress Down Days All clothing choices should be clean, comfortable, and appropriate.

Minor Dress Code Infractions

In cases when a student is found with a minor dress code violation (i.e: untucked shirts or dress that is too short) the student will be asked by adults to “fix” whatever is wrong. At this level a Disciplinary Point will be given. Students who accumulate 5 DPs will earn a restorative discipline meeting.

Major Dress Code Violation

Friends Academy views adherence to dress code as part of our community obligations, teaching students the importance of being respectful and responsible to rules and expectations. A student who chooses to attend school wearing clothing listed on our “not permitted” list is considered “out of code” and will be given a restorative conference.

C. TRANSPORTATION

Students who have a sibling attending Friends Academy should be dropped off and picked up at the location designated for the youngest sibling. Car drop off or pick up is **never** permitted in front of the Dolan Center. This is reserved for buses only.

Students who participate in after school activities must arrange for late bus pick up directly with their district transportation office. A teacher is on duty to supervise late pick up. The teacher in the Dolan Center will remain on duty until the last late bus arrives. After this time, there is no supervision. Students who do not use late bus service are expected to be picked up no later than 5:30 p.m.

Students are not permitted to leave campus without permission until after their last activity of the day.

D. AUTOMOBILES ON CAMPUS AND SENIOR PRIVILEGES

Seniors at Friends Academy are expected to demonstrate maturity and responsibility. Therefore we trust our students and recognize their ability to abide to the school rules, Friends Academy will allow students, under certain conditions, to drive to and from school, park on

campus, and walk off campus for lunch as part of our Senior Conditional Privilege Program. These two privileges apply only to senior students who qualify (see criteria below). One of these conditions is parental consent; we urge your careful consideration of the matter and that you review the school's expectations and conditions with your child. Only those students who have a signed permission slip on file will be allowed to drive to school and/or walk off campus to lunch. Parents may consent to both driving and off campus lunch, or to just one of these privileges, or not give consent to either. All of the school's fundamental rules for behavior apply to senior privileges.

About Driving

It is important for seniors and their parents to know that driving privileges are for driving to and from school only. While the school discourages parents from making doctor's appointments during the school day we accept that there may be circumstances that make that difficult. Therefore, your son or daughter must follow the school's protocol for leaving campus with permission. It is imperative for your child's safety that we are able to account for our students throughout the day. We also ask that allowed appointments not extend into an off campus lunch excursion. Conditional Privileges can and will be rescinded for students who violate school rules, protocols, or expectations. Therefore we strongly recommend parents develop a transportation plan in the event that your child's privilege is suspended or rescinded.

1. PROTOCOLS AND RULES FOR LEAVING CAMPUS DURING THE SCHOOL DAY.

Seniors must sign out to leave campus during the day. Seniors will sign-out in the attendance office if they have an allowed appointment or are walking off campus for lunch or through the Nurse's office if they are not feeling well.

- **Illness** – students **must** see the nurse for evaluation before leaving campus. If the school nurse in consultation with a parent feels it would be best for the child to go home the nurse will notify the attendance office and send the child home.
- **Allowed Appointments** – (medical appointment, DMV, funeral, college visit) – parent must call the attendance office prior to student leaving and upon their return the student **must submit documentation** to attendance office; otherwise absence will be considered unexcused and will result in a lunch detention.

2. DRIVING AND PARKING ON CAMPUS

Criteria for requesting driving permission

In order for students to receive permission to drive and park a car on campus they **MUST** be seventeen years old and hold a valid New York State Driver's License (Class D) and have completed a **mandatory defensive driving course**. The defensive driving course must be DMV approved and a copy of the certificate of completion must be sent in along with the senior driving permission form before the opening of school. Students are not permitted to drive to school until they receive written permission through e-mail. **Students who drive to school without proper permission or violate any of our driving rules will have their driving privileges rescinded.**

All student drivers must be covered by insurance. Students are not permitted to drive to Friends Academy with a junior license.

3. SCHOOL PARKING LOTS

School Parking Lots are not security gated and we do not post a supervisor during the school day. Faculty and staff at times circulate through parking areas but only as part of their daily routines. While they are instructed to report behaviors or concerns to their building administrators we cannot assume cars are totally safe from vandalism or theft. We strongly suggest that students do not bring to school or keep in their cars large sums of money or expensive or highly personal items.

Seniors must park in designated parking lots and assigned spaces only, regardless of weather conditions or arrival time.

- Students are not permitted to go to the parking lots or their cars during the school day without permission from the Principal, Dean of Students or their Class Dean.
- The school does not monitor or supervise the use of cars during the school day.

4. DRIVING RULES

Senior status extends the privilege to drive and park at school but also carries with it a serious level of responsibility. We feel that our seniors, because of their age and experience, should be ready to accept this privilege. The school trusts that students will represent the school, their families and themselves well whenever they are using their cars on or off campus.

Violation of any of these driving rules or expectations will result in the immediate loss of privileges for one week.

- Student drivers may only drive with one passenger in their car on campus at all times including evening and weekend Friends Academy events. Parents may submit written request for additional passengers.

- A senior reported driving recklessly **on or off** campus.

- o Using a Cell Phone – driving and using a cell phone to receive, make calls, without a hands-free device or texting is both a violation of our rules and against the law.

- o Exceeding the speed limit of **3-5 mph** in all school parking lots.

- o Ignoring directional markings or traffic signs on campus.

- **Track Parking Lot – Important Safety Rule: given the increased traffic during Middle School after school pick up time, we do not open the parking lot gate until 3:30.**

- Seniors may not use cars to go off campus during the day or for lunch. We ask that students not extend an allowed appointment during the day to include a stop for lunch.

- Seniors are not to exceed 10 unexcused latenesses to school.

Parents or students who choose not to sign driving permission forms must provide their children with another means of transportation to get to and from school.

5. WALKING OFF CAMPUS TO LUNCH

The senior “walking” off campus lunch privilege carries with it a serious level of responsibility, but we feel that our seniors, because of their age and experience, should be ready to accept this responsibility. The school trusts that our students will represent the school, their families and themselves well while they are off campus. Seniors are strongly encouraged to be

accompanied by at least one other senior. **Violation of expectations or rules will result in the immediate loss of lunch privileges for one week.**

Expectations:

- Senior must be in good academic and citizenship standing.
 - A senior with two grades of C- or below or two or more detentions will not be granted the privilege.
- Seniors must enter and Exit ONLY from MAIN ENTRANCE.

Rules:

- Seniors may not leave campus before 11:45am.
- Seniors must arrive back on campus by 1:40pm.
- Seniors must have a free block before or after the lunch block in order to walk to lunch.
- **Seniors may only walk into Locust Valley.**
- Seniors are allowed to walk to lunch only. Students are not to use or get into a car (friends' car, parents' car, taxi, etc.), for any reason.
- Students must manage their lunch time allotment well and not be late to class due to lunch privilege.
- Seniors cannot walk to their own home or a friend's house.

6. LOSS OF SENIOR PRIVILEGES

Parent and Students accept senior conditional privileges with the understanding that violation of rules, guidelines, protocols or expectations will result in loss of privileges. Response to the violation will depend on level of seriousness and could include restorative conference, detention, days of reflection, or in the most serious cases a student meeting with the school's Judicial Council. The 12th Grade Class Dean will notify parents whenever driving privileges are rescinded or suspended.

- Seniors who receive a Day of Reflection/s for accumulation of DPs or missing or cutting class will have all senior privileges' rescinded for one week.
 - A senior who continues to lose their privileges will, on the 3rd time, have their privileges suspended for an indefinite period of time.
- **A Student who loses privileges will not have their privileges reinstated until they have scheduled and met with the Assistant Class Dean and Class Dean.**

• A Student who loses privileges for more than one week can request reinstatement after the second week by having their parent/s email the Class Dean a written request to have their status reviewed. The process to restore senior privileges will include a student conference with the Dean of Students, Class Dean, and Advisor. Prior to the conference the Class Dean will email faculty requesting academic and behavioral endorsement from the student's teachers and the 12th grade advising team.

E. JUNIORS DRIVING DURING SENIOR ISP

Juniors are not permitted to drive to school. If a student or family has an extenuating

circumstance they may submit a request to the Class Dean for review. The Class Dean will meet with the student and review the school rules and criteria for granting this privilege and make a recommendation based on student's citizenship and academic record. A student who has received a Day of Reflection or suspension will not be granted privilege or have it rescinded if they have already been granted driving privileges. Junior Drivers must adhere to all driving rules as stated under Driving and Parking on Campus. Juniors may not use cars to leave campus during the school day unless leaving school early through the Nurse's office.

When seniors begin off campus Independent Service Projects, we do extend driving privileges (driving to and from school only) to juniors who are legally licensed (Class D) and in good academic and citizenship standing. Students can request driving privileges from the Class Dean. The Class Dean will review each request with the 11th grade advising team and make a recommendation based on student's citizenship and academic record. A student who in their junior year has accumulated two detentions or earned a Day of Reflection or suspension will not be granted driving privileges. Junior Drivers must adhere to all driving rules as stated under Driving and Parking on Campus. Juniors may not use cars to leave campus during the school day unless leaving school early through the Nurse's office.

F. LUNCH

All students have a choice of hot lunch, sandwiches, salad bar, soup and assorted side offerings in the dining Commons. The dining Commons is also open before school for students wishing to buy a snack or breakfast before classes begin.

G. ACADEMIC CONCERNs

1. GRADUATION REQUIREMENTS

Upper School students are expected to carry five courses. A student may take four or six courses in rare circumstances with specific approval of the Principal.

We expect students to complete all course work successfully. In the case of ninth, tenth, and eleventh graders, failure to do so may lead to placing the student on "academic warning" (see section 4) or dismissal from Friends Academy. In the case of seniors, failure to complete all course work successfully may delay or prevent the awarding of the diploma. The Independent Service Project may also be canceled or delayed. It has been customary that a student failing more than one major academic course not be re-enrolled for the following year.

Minimum requirements for a diploma are the completion of sixteen full-credit courses plus designated courses in religion, health, physical education, community service, outdoor education, and the arts.

Students who leave at the end of their junior year to attend an accredited college may receive a diploma from Friends Academy upon presenting evidence of the successful completion of their first year in college, including a full year's course in English.

Minimum Requirements for Graduation:

- **English (four years)**: English 9; English 10; American Studies in grade 11; and two semesters of English in grade 12.
- **History and Social Studies (three years)**: Ancient Foundations of Human Civilizations in grade 9; West and the World in grade 10; American History or AP

American History in grade 11. Electives are offered to seniors. Four years are recommended.

- **Mathematics (three years):** Algebra, Geometry and Algebra2/Trigonometry are required. For seniors not taking another math course, College Algebra is recommended. Four years are recommended.
- **Science (three years):** Three years of sciences are required. It is expected that students complete Biology, Chemistry, and Physics. Four years are recommended.
- **World Languages and Cultures:** Three consecutive years of one world language is required. Four or more years of one language are recommended.
- **Arts :** One full credit of courses in the arts is required. Two or more years are recommended.
- **Religion and Ethics (three semesters):** Quakerism in grade 9, Community Service in grade 10, and Senior Religion in grade 12 are required courses. The following commitments are also required of all students:
 - YSQP: As part of the culminating experience for the grade 10 course, tenth graders take part in an overnight work camp in Manhattan. If a student misses the trip in 10th grade, he/she must make it up in 11th grade.
 - Work Program: Every student is expected to take part in the daily work program on campus, cleaning classrooms and common areas.
 - Weekly Quaker Meeting for Worship: “The most important appointment of the week,” all students are expected to attend Meeting for Worship on Thursday.
 - Community Service: At all grade levels, students are expected to do volunteer work at local agencies.
- **Technology:** Students must complete 1 one-semester elective Educational Technology courses.
- **Physical Education (four years):** All students are required to take the Physical Education classes unless they are playing on an interscholastic team. All dance classes count toward Physical Education credit.
- **Health (two semesters):** Health courses in grades 9 and 11 are required.

Independent Service Project (ISP)

The Independent Service Project (ISP) is a graduation requirement, designed to offer seniors the opportunity to do something personally meaningful and at the same time offer service to others through the Quaker testimonies of integrity, modesty, simplicity, and equality.

Each student proposes a project of service, to be completed in the second half of May and early June. Students should anticipate a project that requires 25 hours of service a week for three weeks. It is important that students find a willing supervisor to oversee their efforts during the project, someone who will evaluate a student's contributions at the end of the ISP. In early June, students present their ISP projects to the senior advising team, faculty members, and their fellow students. **The awarding of a diploma will be delayed for a senior who has not completed this requirement prior to graduation.**

Overnight Experiences

Outdoor Education Trip: This required ninth grade trip provides a social experience in an outdoor education environment. Students participate in backpacking, rock climbing and other outdoor activities on a three-day trip with Friends Academy teachers. This trip also provides an opportunity for the many new entering students to meet new friends and begin to transition socially to their class.

The Youth Service Opportunities Project (YSOP): For this required tenth grade trip, students spend an afternoon and a full day in volunteer work helping people who are poor, hungry and homeless. Each Workcamp brings 25-50 students together to serve homeless and hungry people in various settings. By spending time away from home without the distraction of friends, TV or family, participants can focus their attention on service to others. Each Workcamp is guided by two YSOP Workcamp Leaders who are responsible for the content sessions and supervision of the Workcampers. Students are chaperoned by Friends Academy faculty members.

Washington, DC Trip: This required eleventh grade trip provides the students an opportunity to connect what they are learning in their courses (American Literature and History) with a visit to the nation's capitol. The History and English departments developed a unique and exciting itinerary for the junior class. They have an opportunity to see a play, visit historic sites in D.C. as well as Mt. Vernon, and begin to do some on-site research for a required assignment. This trip also provides the opportunity for students to bond as a class.

Senior Retreat: Seniors spend one overnight and a full day at Camp DeWolfe in Wading River, L.I. within the first week of school in September. The senior class advisors plan activities and discussions to help seniors focus on their upcoming year. The students spend time reflecting on goals for their senior year and begin planning senior fundraising events. The retreat site has a beach, pool and fields to allow for recreation time as well. This trip serves as a bonding experience for the class and advisors.

2. ACADEMIC AND COLLEGE COUNSELING

An Academic Counselor is available to students and their parents in the ninth, tenth, and eleventh grades. The counselor meets with students and parents to discuss course selection, reviews standardized tests (i.e. PSAT, SAT 2 tests), along with the Principal and class dean monitors the academic progress of the students and meets with students and their advisors to provide guidance and support as needed.

In January of the student's junior year, the academic counseling is shifted to the college counseling office. At this time, students begin to meet and plan for their senior year.

Friends Academy offers a comprehensive college counseling program to every student. The Director of College Counseling and Associate Director of College Counseling meet individually several times with families, beginning in January of the junior year. These meetings are used to develop a list of colleges, choose which SAT II tests to take, discuss teacher recommendations, transcripts, college essays, financial aid, athletic recruiting, summer plans, co-curricular opportunities, and senior courses.

In addition, juniors and their parents are encouraged to attend *College Night* in January,

and the annual *Inside College Admissions* program in April. Seniors are in touch with their college counselor regularly all year long to work on their essays, refine their college lists, and review their applications, among other things. The full-time College Office Associate is also an important resource for families.

3. ADVISING

In the Upper School all students are assigned an advisor who provides basic advice on academic and social issues. During the school year, the advisors check on their advisees' progress and make contact with parents when an issue arises or a conference is needed. As advocates for their advisees, the advisors work in partnership with the parents to resolve difficulties that a student may encounter and to celebrate each advisee's positive growth and achievement. Advisors meet with their small group of 7 to 9 advisees briefly every morning and for a longer period every Thursday. These "advisory groups" are organized by grade-level and are overseen by a Class Dean for each grade level. Along with the Class Deans, Dean of Student Life, School Psychologist, and Upper School Principal provide advising support for students and families.

For specific academic concerns, the teachers are the best place to start for guidance. In addition, students can make good use of our Peer Tutors, selected students who have done well in a specific subject matter, or through the Upper School learning specialists.

4. COURSE SELECTION AND DROP/ADD GUIDELINES

In the winter, an Upper School Course of Study booklet is posted on the school website to all students who will be enrolled in Grades 9 through 12 the following fall. This booklet describes the courses available and provides a book list for each course. Students receive a recommended Course of Study from their advisors based on the recommendations of their current classroom teachers. After discussion with the Academic Counselor, (for grades 9 -11) or the College Counseling Office (for rising juniors and seniors), the student and parents, the recommended Course of Study is signed by student and parent and returned to the advisor by the indicated deadline. Students share a significant responsibility in the process of their education and are expected to honor the commitment they make to their classes in terms of preparation, contribution, attendance, and completion. Course credit is contingent upon the successful completion of all required work. A student may NOT drop a course simply because of lack of interest, poor attendance, or declining grade. The purpose of the drop/add guideline is to ensure that students are enrolled in classes at the appropriate levels. Courses may be changed, dropped, or added in the first three weeks of the course for term courses. Thereafter, any course dropped appears as a "DROP" on the transcript, with no credit awarded.

Adding or Dropping a Course; Procedure for Students:

- Pick up a Drop/Add form (outside principal's office) OR print one out from Upper School section of website under Academic Resources
- Record your name and the course(s) you would like to add or drop (be sure to put them under the correct heading).
- Have your parent(s) sign the form, indicating his/her permission and approval for you to make this change.

Updated February 2018

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- Have a conversation with your teacher(s) regarding the request for a change. Be prepared to defend why this change makes sense for you. Ask your teacher(s) to sign the form, indicating his/her approval of the change. Your teacher may choose not to approve the change. This may be due to the nature of the change or because a class is already too large or too small. It is a teacher's prerogative to make a decision that is best for you as a student and best for the class as a whole.[Marker]

- If you have approval from both parent and teacher, arrange a time to have a conversation with the Academic Counselor (9-11) or your College Guidance Counselor (12). This is the final signature required to approve the schedule change.

If you are a senior, and if we have already sent your mid-year transcript to colleges, a copy of the transcript reflecting the dropped course (with no credit awarded) and a letter from the Director of College Counseling indicating the reason for the drop, may be sent to the colleges to which the student applied or received acceptance.

5. QUANTITATIVE AND QUALITATIVE DEFINITION OF GRADES

A+	(97-100%)	Performance demonstrating excellent understanding and application of concepts, high skill level, thorough assimilation of detail, originality of thought, and keen insight into the subject.
A	(93-96%)	Performance demonstrating good understanding and application of concepts, good acquisition of skills, accurate application of details, and some original insight into the subject.
A-	(90-92%)	Performance demonstrating basic understanding of the fundamental concepts of the subject and a consistent attempt to apply the details and skills taught. In spite of occasional conceptual misunderstanding, or flawed or incomplete knowledge, the performance indicates satisfactory preparation to advance to the next level.
B+	(87-89%)	Performance demonstrating basic understanding of the fundamental concepts of the subject and a consistent attempt to apply the details and skills taught. In spite of occasional conceptual misunderstanding, or flawed or incomplete knowledge, the performance indicates satisfactory preparation to advance to the next level.
B	(83-86%)	Performance demonstrating basic understanding of the fundamental concepts of the subject and a consistent attempt to apply the details and skills taught. In spite of occasional conceptual misunderstanding, or flawed or incomplete knowledge, the performance indicates satisfactory preparation to advance to the next level.
B-	(80-82%)	Performance demonstrating basic understanding of the fundamental concepts of the subject and a consistent attempt to apply the details and skills taught. In spite of occasional conceptual misunderstanding, or flawed or incomplete knowledge, the performance indicates satisfactory preparation to advance to the next level.
C+	(77-79%)	Performance demonstrating basic understanding of the fundamental concepts of the subject and a consistent attempt to apply the details and skills taught. In spite of occasional conceptual misunderstanding, or flawed or incomplete knowledge, the performance indicates satisfactory preparation to advance to the next level.
C	(73-76%)	Performance demonstrating basic understanding of the fundamental concepts of the subject and a consistent attempt to apply the details and skills taught. In spite of occasional conceptual misunderstanding, or flawed or incomplete knowledge, the performance indicates satisfactory preparation to advance to the next level.
C-	(70-72%)	Performance demonstrating basic understanding of the fundamental concepts of the subject and a consistent attempt to apply the details and skills taught. In spite of occasional conceptual misunderstanding, or flawed or incomplete knowledge, the performance indicates satisfactory preparation to advance to the next level.
D	(65-69%)	Performance demonstrating minimal understanding of the fundamental concepts and a partial acquisition of the details and skills taught.
F	(below 65%)	Performance that fails to demonstrate understanding of the fundamental concepts of the subject and/or performance that indicates pronounced lack of knowledge or skill. Achievement is inadequate to allow the student to advance to the next level.
INC		An "INCOMPLETE" will be given when the missing work in question is deemed by the teacher to be an essential component in the term or course. (See below)
P		Indicates a "passing" or "having participated" grade.

We do not rank in class nor do we compute grade point averages.

GUIDELINES ON INCOMPLETES

An “Incomplete” will be given when the missing work in question is deemed by the teacher to be an essential component in the course. In the case of extenuating circumstances (extended illness, family emergency, etc.), the teacher and student, in consultation with the Upper School Principal and the department convener, will determine the deadline for completing the work. No penalty in grading would be applied in this case. If a student has not turned in work and it is determined that there were no extenuating circumstances, the student is expected to complete the work within one week of the end of grading period. A penalty in grading will be applied. If a student does not complete the work within the expected time, the student will receive a failing grade on the missing work but is still expected to complete it. An Incomplete will remain on the transcript until the work is turned in. Once the work is turned in, the teacher will calculate the grade for the course and the Incomplete will be changed. If by the end of the school year, the work has still not been turned in, the student will receive an Incomplete for the course and will not be able to return to Friends for the following school year.

6. REFERRAL PROCESS FOR STUDENTS WITH ACADEMIC CONCERNs

A student who is experiencing difficulty in a course is encouraged to speak with his/her classroom teacher and/or advisor to determine a plan of action (i.e. extra help) that will enable the student to address the concern. Any student who consistently performs below the “C” level in a course may be referred to the grade-level Class Deans and Academic Assistant Class Deans. Along with the Principal, Academic Counselor, and/or the school counselor or learning specialist, this “academic studies team” will more fully review the overall academic progress of the student and develop a suggested follow up plan of action that will help the student to proactively meet his/her academic potential. The student, his/her advisor and classroom teacher are informed of the recommended plan. In some cases, a meeting will be arranged with the parent, student, the student’s advisor and selected teachers and/or members of the academic studies team to more fully discuss the student’s overall progress and suggested plan.

If the concern is not addressed after instituting the first steps, the academic studies team may recommend increasing the measures of support within the school. This may include: mandated attendance at extra help, a more structured daily schedule, meeting with the learning specialist and/or school counselor or classroom accommodations. The student’s advisor and/or the classroom teacher may be asked to provide weekly feedback on student progress to the parent. The parent would be notified of any increased measures of support.

Following the first two steps, if the student continues to struggle, the academic studies team may recommend informal testing done by the school counselor or learning specialist to inform areas of support.

After the steps listed above have been adequately explored and the student continues to struggle, the plan of action moving forward would involve formalized evaluation of the student which might include the involvement of the local school district to provide support services or accommodations.

7. ACADEMIC WARNING

A student whose semester and/or final grades reflect ongoing academic concern (two or more courses below the “C” level) will be placed on “academic warning”. Placing a student on

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academic warning is an indication that the school is intending to ask the parents and the student to work closely with the Principal and members of the academic studies team to develop a formal plan of action that will help the student to reach his/her potential. It is important that the student along with the parents be fully involved and committed to the plan. After a designated period of time, if the student demonstrates consistent motivation and improvement, then s/he will be taken off “academic warning”. However, if the student does not modify the academic performance and his/her academic work continues to decline, the student may be at risk for having re-enrollment withheld for the following school year.

8. TUTORING

The process of becoming an independent learner is one of the most valuable journeys a student will take at Friends. We expect students will encounter different challenges in their courses. Working through these challenges and developing coping strategies is crucial for the intellectual and academic growth of the student. Students who are supported on a regular basis through tutoring are denied the practice needed to develop important self-reliance skills. We would expect that students who are in need of academic support would seek this first from their classroom teacher or a teacher from the same department. Students who have missed work due to an extended absence from school due to illness may need the support of a short term tutor who would work cooperatively with the classroom teacher. In those cases where it is deemed that a student has demonstrated need for more support than what has been provided in extra help, the parent will be contacted by either the department head or principal to discuss possible tutoring options.

Tutors and Writing – The aim of the Friends Academy writing curriculum is to create independent writers. While students may get lessons on writing skills from tutors, parents, or other students, tutors and parents should not become part of the composition process – the writing itself – of a graded assignment. A parent, other student or tutor may help students get started on their assignments by reading directions, discussing requirements, serving as a sounding board for student ideas and posing questions, but the actual writing of the paper – the outlining and writing and hands-on revision of the paper – should be done in conference with the teacher. The classroom teacher is the single-most valuable resource in helping to develop independent writers. Every assignment submitted for academic credit must represent the individual student’s own work and not the work of a tutor, family member or friend. **Any and all tutors must inform and work closely with the student’s classroom teachers to ensure the integrity of the learning process and avoid plagiarism.**

9. HOMEWORK

The statements about Homework in the General Guidelines section (IX) apply to all Upper School students (reprinted here): While the amount of homework varies from grade to grade, parents should help establish a routine and make certain there is a quiet, well-lighted place for students to study. Parents may help students get started by reading directions together or discussing a writing assignment but should avoid becoming too involved. Students need to learn to work independently, to “self-start” and, at times, to work through material slowly and with considerable effort. Parents who are concerned about a student should write the teacher a note or make an appointment to pursue solutions.

Please note that Upper School assignments generally increase in both time commitment

and difficulty each year. A freshman can expect approximately 30 minutes of homework per subject per night. Many courses require projects and papers that challenge students to pull together large amounts of information. The habits of regular study, daily review, foresight, and organization are important to establish.

The purpose of homework is to provide students with an opportunity to practice newly acquired skills, to prepare students for a subsequent class meeting, and to extend student learning beyond the classroom through individual and creative endeavors. Homework should be directly related to the classroom instruction and consist of clear, purposeful, and engaging activities that are age and course level appropriate. Homework assignments will be evaluated or reviewed in class so students receive feedback on their work.

Assignments are expected to take students no more than an average 30 minutes/class/night, but could be shorter. Long-term projects assigned in addition to daily homework assignments should be included in this time frame. AP and Honors courses will require longer homework assignments.

Teachers will post homework assignments, a weekly syllabus and dates of major assessments; papers, projects, and tests on the FA website teacher portal. Although at times assignments may need to be modified based on the progress of the class or unexpected schedule changes, generally students should always have advanced notification for all assignments.

To help distribute major assessments and tests more evenly for students, the US has followed a testing calendar in the past and this year will be following a system where in lieu of a testing calendar, teachers will assign due dates and test dates at times in units when it is logical. Students will have a limit of 2 major assessments on a day. When assigning the dates, teachers will ask students if anyone already has 2 major assessments on that date (major assessments include full-period tests, and papers and projects worth the equivalent of a unit test). If there are students who already have that number, the date will need to be adjusted. Teachers who claim the date on a syllabus/assignment sheet/portal will have priority. In order to evenly spread out major assessments at the end of marking periods, testing weeks as we have done in the past will be assigned for the two weeks before the end of the marking period. Requirements of this system are a willingness to talk to students and listen to their concerns about what is already on their calendars; being flexible in our scheduling in order to modify assessment dates based on student feedback; and proctoring support for students who may need to take an assessment on a different day than their classmates.

Teachers are expected to provide, at minimum, one-week notice for a major assessment. Quizzes that don't require extensive preparation are not considered major assignments.

Homework for weekends and vacations should be the equivalent of one night's homework, except for AP courses which may give longer assignments. Students should not be assigned projects, papers or lengthy assignments just before the vacation to be due the day or two after the vacation. If necessary, teachers can assign the equivalent of one night's homework over the Christmas/Holiday, Winter, and Spring vacations. English, History and other reading assignments that may or need exceed this standard limit for this period should be approved by the head(s) of department.

Teachers should make clear to students expectations regarding what resources may be used to complete assignments, whether collaboration is acceptable, and how the work will be assessed. (Please refer to the Statement on Academic Honesty.)

10. REPORTS TO PARENTS

Upper School courses are either a full-year or semester in length (with the exception of physical education and 11th grade health which are trimester length courses). Grades and comments are published online through our secure My Backpack at approximately the mid-point and end of each semester for all academic courses. Written comments in all academic courses are available with the mid-semester grades in November and March. Final grades and comments are written for all semester courses in January and at the end of the year. Academic course comments will also be written at the end of each grading period for students receiving grades lower than "C."

In addition, an Advisor comment is written by the student's advisor available through My Backpack with the March academic comment. The Advisor comment reflects progress on the student's academic goals, social growth, and citizenship.

The advisors conduct periodic discussions with their advisees to determine what clubs and activities they participate in as well as review progress on academic goals that have been set during the first semester. Advisors speak with their advisee's teachers and coaches to better understand the student's overall motivation and commitment to their academics as well as their contributions to the community. Advisor comments also provide a framework from which the college counselors may begin to know and work with students.

E-mail is the most efficient method of communication and faculty e-mail addresses can be found on the FA portal. (See Guidelines in Communication below). Parents may also call the Upper School office (ext. 215) to leave a message for a teacher. On occasion, parents and the student will be invited to meet with all the teachers and advisor to review student academic progress and create a plan of action that will help the student meet his/her potential. Grade-level conference nights where parents can meet briefly with classroom teachers are also a good vehicle for communication. Please refer to the school calendar to determine the date for these conferences. Parents receive a mailing that explains how to sign up to meet with a teacher for a conference.

a. Communication

Open communication regarding student academic progress is encouraged between classroom teachers, advisors, students, and parents. A teacher or an advisor may e-mail or call parents to inform them of any concerns and parents are also encouraged to communicate with the classroom teacher or advisor if there are any questions or concerns.

E-mail is the preferred form of initial communication with a teacher. E-mail should be used to elicit responses to brief questions. Should the question be more substantive regarding student academic or social matters, the e-mail should be used to establish a mutually convenient time for parent and teacher to speak by phone. All communication, either via e-mail or by phone, should reflect the FA fundamental standard of kindness and respect.

For matters large and small, the proper channel to raise a concern or ask a question is to go to the most direct level first, that is, to the teacher, advisor, or coach most closely related to the issue and capable of addressing it. If not satisfied at that juncture, a parent should seek out the next level (department head, division head, or other administrator).

Parents should not hesitate to send an e-mail or leave a message for any faculty member (ext. 215) for quick responses to routine questions, updates, or needs, but note that e-mail is not a good mode of communication for substantive matters regarding a student's academic or

social progress, personal or telephone conference is preferred. Faculty will make every effort to respond to e-mails or calls within a reasonable amount of time unless unavoidable circumstances make timely replies impossible; for example, calls that immediately precede a weekend, school holiday, or teacher absences.

11. ACES (ACADEMIC COACHING FOR EDUCATIONAL SUCCESS)

Additional learning support services are provided to students through the ACES program. (Please read carefully the section VI on "Student Support Services" to understand the goals of the program.) In the Upper School, students who have demonstrated need, (through the referral process outlined in part 3 of this section), but do not necessarily qualify for support through their local school district, can be scheduled to work with the learning specialist one-on-one, or in small groups of no larger than three during an unscheduled block. The learning specialist is also available after-school on specified days for any student who would like to make an appointment for assistance.

12. STANDARDIZED TESTING

a. THE PSAT (PRELIMINARY SCHOLASTIC APTITUDE TEST)

All sophomores and juniors take the PSAT at Friends Academy on a Wednesday morning in mid-October. The PSAT is a practice SAT test designed to predict students' SAT scores and help them prepare for the SAT. Friends Academy automatically registers all sophomores and juniors for the PSAT; there is no need for them to register on their own. Each sophomore and junior is given a comprehensive bulletin in the fall that contains a practice PSAT examination and advice about how to take the test.

b. THE SAT I REASONING TEST

The SAT I is a general reasoning test required by most colleges. This test contains a math and critical reading section and the new SAT exam includes a writing section that includes multiple choice questions on grammar and usage, as well as a short student-written essay. A typical junior will take the SAT in March or May. We recommend that juniors take the SAT I for the first time in March, especially if they want to have the option of applying Early Decision to a college in the fall of their senior year. The May SAT date often conflicts with athletics and the spring play. It is also a time when some students are preparing for AP exams. Students can retake the SAT exams in October, November, and December of the senior year.

Juniors should consult with their college counselors regarding which test dates to sign up for. Colleges will see all of the scores a student receives. Schools usually count only the highest verbal and highest math score, even if they are from different test dates. Most students should take the SAT twice, once in the spring of the junior year and once in the fall of the senior year. Please refer to the *Friends Academy College Counseling Manual* for further details. To view the dates the SAT is offered and for registration, log on to www.collegeboard.com or pick up a registration bulletin in the college office. Please note that students will have an easier time finding a convenient place to take SATs if they register for them early.

c. THE SAT SUBJECT TESTS

The SAT II tests are a battery of one-hour tests designed to evaluate the knowledge a student has learned in a given subject and are usually required by the most selective colleges. In light that the new SAT contains a new section similar to the Writing SAT II, most selective colleges will require 2 SAT II Subject Tests. These tests are optional at all other colleges. It is wise to take the relevant SAT II test in June of the year you are studying that course, since students are already preparing for the final exam in that subject area. The preparation for SAT IIs at this time is further strengthened by juniors' preparing for finals. Like the SAT I, SAT II scores cannot be withheld after the test has been taken.

Ninth graders who are earning an A level grade in Biology, and who do well on standardized tests, should discuss with their teacher the option of taking the Biology SAT II. Tenth graders enrolled in Sequential III Honors should consider taking the Math IC SAT II exam or the World History SAT II with the recommendation of their history teacher. Juniors enrolled in AP or non-AP American History who are looking at colleges that would require SAT II exams should consider registering for these exams. Juniors might consider taking, with recommendation of the teacher, SAT IIs in English literature, Math IC or IIC, World Language, or Physics. The closing registration date for the June SAT II date is late in April or early May. It is the responsibility of the students to register for the SAT II exams on-line at www.collegeboard.com. Juniors should refer to the *Friends Academy College Counseling Manual* for further details or discuss with your college counselor. Friends Academy is not a test center for the SAT I or SAT II, so our students take these tests at a convenient local high school.

d. THE ACT (American College Test)

The ACT Test is developed and administered by a competitor of the College Board. This is an alternate test that can be substituted for both the New SAT I and SAT II tests when applying to colleges. The ACT emphasizes content over reasoning skills and contains four sections: Reading, Writing, Math, and Science (including some physics), and is often considered to be closer to the SAT II tests. It is a test commonly used by students enrolling in public universities in the Mid-West and West. The most selective colleges will accept either SAT or ACT tests when a student applies. Students who are more math/science oriented are encouraged to take the ACT in June of the junior year or September of the senior year. Results from ACT tests in the fall of the senior year cannot be released in time for students who are considering applying Early Decision. To register for the ACT, log on to www.act.org.

13. STUDENT ID CARDS AND THEIR USE

Friends Academy photo identification cards are issued to every Upper School student. Photographs for the cards are taken in September of each year. These cards are required as ID for all testing outside the school such as SAT I & II, and for the campus store. They can also be used for student discounts at theaters, museums, and other events.

The school provides one card per year to each student. Lost or damaged cards can be replaced for a fee.

H. SCHOOL TRIPS

Outdoor Education, the community service program, and special cultural events mean trips to locations off-campus. Whenever students leave campus, whether for a few hours or for a three day Outdoor Education experience, parents are asked to sign a permission slip that includes the date(s), times of departure and return, destination, and purpose of the excursion. Trips that involve overnight stays also include a parent orientation meeting. Major trips that occur each year are the Ninth Grade Outdoor Education Trip to Great Hollow Wilderness School, the Tenth Grade Youth Service Opportunity Program overnight “work camp” trip to Friends Seminary on East 13th Street in Manhattan, the Eleventh Grade trip to Washington, D.C, and the Twelfth Grade’s Senior Retreat. Trips off campus are frequently accompanied by an additional charge. Parents will be billed accordingly.

I. COMMUNICATION AND MUSIC DEVICES

During the academic day, from 8:05 a.m. to 3:20 p.m., the school expects students to focus on the challenges of their classes, engage in their activities and help maintain a school culture where we are open to each other and not distracted by cell phone or music devices usage. Therefore the school requires students to have their cell phones shut off during the school day. Students found using their phones during the school day will be given a DP. If a cell phone is seen or rings during class, the teacher will confiscate the phone and turn it into the dean of students. Camera phones are not forbidden, but no cell phone photographs are allowed in the locker rooms or restrooms and a student must have a teacher’s permission for camera use on campus

Classrooms: Cell phones are not permitted to be used in classrooms except with the teacher’s explicit permission.

J. DISCIPLINE SYSTEM

We expect students and their parents/guardians to willingly support and adhere to the philosophy, mission, and Fundamental Standards of the school. Parents/guardians are essential partners in all disciplinary matters.

Friends Academy seeks to nurture strong minds and kind hearts through the wisdom of the Quaker testimonies so that our students can make the world a better place through their good works. Ethical citizenship forms the foundation of all we do. As a member of the FA community, I strive to fulfill the mission of our school, and to:

- Live with integrity, tell the truth, and act truthfully, regardless of what others may do or say, and encourage integrity in others;
- Treat everyone with kindness, compassion, and respect, and cultivate kindness in others;
- Strive to see the world empathetically through others’ eyes, and work towards peaceful resolution when conflicts occur;
- Help to build an inclusive community by standing up to prejudice, bullying, and intimidation and stepping in when others need help;
- Care for our environment, including our shared spaces and resources, and encourage others to do the same.

DPs	Response	Restorative Response
5DPs	Restorative Conference <ul style="list-style-type: none"> • Parent notification – e-mail sent home. 	1st Restorative Reflection
10 DPs	2nd Restorative Conference <ul style="list-style-type: none"> • Parent notification • Warning that a 3rd detention would be served after school 	2nd Restorative Reflection <ul style="list-style-type: none"> • Parent notification • Warning that a 3rd detention would be served after school
15 DPs	After School Restorative Service <ul style="list-style-type: none"> • Parent notification • Warning that a 4th detention would be served after school and a 5th would result in a Day of Reflection 	After School Restorative Service <ul style="list-style-type: none"> • Written reflection letter
20 DPs	After School Restorative Service <ul style="list-style-type: none"> • Parent notification • Warning that a 5th detention would result in a Day of Reflection 	After School Restorative Service <ul style="list-style-type: none"> • Written reflection letter
25 DPs	Day of Reflection in school <ul style="list-style-type: none"> • Parent Notification • Warning that a 6th detention would result in meeting with the Judicial Council 	In-school Restorative Service <ul style="list-style-type: none"> • Written reflection letter

1. Minor Offenses are generally handled by a system of disciplinary points (DPs). DPs are given to students who commit minor transgressions. The goal of the DP system is to identify patterns in student behavior and provide proper intervention aimed at helping students develop strategies to better manage their behavior. Minor offenses are overseen by the Class Dean and Student Life Assistant Dean.

- DPs carry throughout the year.
- Students who do not respond to interventions put themselves at risk for more serious consequences

DP SYSTEM:

Behaviors that results in 1 DP

- Gum chewing
- Late to class

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- Minor dress code infraction (fixable)
 - Missing Work Crew
 - Disruptive behavior
 - Unexcused Late to School
 - Cell phone 8am-3:10pm (non-designated areas)
 - Unprepared for class

Offenses that result in an automatic Restorative Conference:

- Unexcused absence from class
- Cutting or missing an assembly or Meeting for Worship
- Cell Phone in class, meeting, assembly or Meeting for Worship
- Violation of Respect

Violation of Respect – when a student is uncooperative or disrespectful to another member of the community,

- He/she will be asked to leave class, activity, or common area, and sent to the Dean of Students.
- Possible consequences of meeting with Dean of Students:
 - o student returns to class/area following conference
 - o student remains in reflection for rest of school day
 - o student receives a day of reflection the next day
 - o in cases of repeated disruptive behavior in social areas (social space, commons, library), the student may have their privilege to use the area rescinded
 - o student's parents will be sent a confidential warning letter stating that a repeat of behavior may result in suspension or dismissal

Restorative Meeting

Students who serve a Day of Reflection or a suspension may not return to classes until they have a Restorative Meeting. The goal of the Restorative Meeting is for the student to meet with representatives from the community and have an opportunity to take responsibility for their actions, reflect and speak to how and whom has been adversely affected by their behavior, lessons learned, possible ways for student to make restitution for their actions, which will always include an apology to those harmed or affected. The elders in the meeting are responsible for making sure the student is heard, held accountable for their actions and be subject to the appropriate punishment according to the disciplinary procedures of our school. The elders will typically include the Dean of Students, Class Dean, Student Life Assistant Dean, student's advisor, and two student reps from Judicial Council. The Head Advisor may choose to ask a member of their team to stand in as an elder. In all cases the student will be required to submit a written reflection.

2. Major Offenses include those in which a student violates a Fundamental Standard

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of the school (See Section IV). A student found to have violated a Fundamental Standard of the school will be referred to the Director of Student Life and the Principal who depending on the circumstances and at their discretion will either recommend a disciplinary consequence in accordance with school guidelines or refer the case to the Judicial Council. The Judicial Council is composed of students and faculty. When a student is referred to the Judicial Council, he or she will be accompanied by his or her advisor or class dean. Students who appear before the Judicial Council will have an opportunity to make a statement regarding the circumstances of the infraction. The advisor or class dean may also speak on the student's behalf. In turn, the members of the Judicial Council will have an opportunity to ask questions about the student's behavior and to make statements regarding the impact of the infraction on the community. Further, the Judicial Council will recommend a penalty, which may include day of reflection, suspension, dismissal, or other responses the Council deems appropriate. The school reserves the right to make any suspension a matter of record reported to colleges.

All disciplinary recommendations pertaining to major offenses are presented to the Head of School, who will review and modify or approve the recommendations.

In all cases involving drugs and alcohol, and in some other cases where deemed appropriate, the school reserves its right to require that the student submit to professional evaluation to determine whether treatment or participation in a drug and alcohol abuse assistance and awareness program is necessary. Such evaluation will come from a certified professional approved by the school. The student must abide by the treatment plan or assistance program prescribed. In the case of illegal drug use or the misuse of a legal drug or alcohol, the school reserves its right to require the student to undergo appropriate medical tests designed to detect the use of drugs or alcohol, with results going confidentially to the School Psychologist and the student's family. Any student who tests positive (confirmed) for drugs or alcohol or who fails to cooperate with the above guidelines, including, but not limited to any refusal to submit to testing, will call into question whether the student is fit to fulfill his or her obligations to the school and may be subject to appropriate disciplinary action, up to and including dismissal.

The Judicial Council and the Director of Student Life may recommend to the Head of School and Principal immediate dismissal for a first violation of a Fundamental Standard if it is felt that the circumstances warrant such action. Students found using, selling, distributing, manufacturing, dispensing, possessing, or promoting the use of alcohol, or any illegal drug or misusing any legal or prescribed drug at school, in school vehicles or at a school function in all likelihood will be dismissed for a first offense. The same is true for any student who violates the Fundamental Standard prohibiting weapons. Other violations may also fall into this category as deemed appropriate by the Head of School.

A student who violates a Fundamental Standard may also be placed on "Warning" with regard to that Standard for the remainder of his or her career at Friends Academy. Warning means that the student is at risk for being dismissed from the school for a second violation of that Standard. In addition, the student will be placed on Probation for a specified number of school days. During the period of Probation, the student is at risk for being dismissed for a violation of any Standard.

A student's age, overall record, truthfulness, and general attitude will affect the school's response to any disciplinary situation. Additionally, the willingness of the student and his or her

family to abide by the consequences set by the school will contribute to the school's assessment of whether the student may remain at Friends Academy. A student who violates a Fundamental Standard must be sure to maintain his or her good standing at Friends Academy thereafter. The school will continue to review the student's overall disciplinary record in determining whether continued enrollment is appropriate.

In all cases, the school reserves the right to judge the seriousness or impropriety of any behavior and determine the appropriate disciplinary response.

K. COUNSELING RESPONSE TO HEALTH & SUBSTANCE USE ISSUES

Any student who believes he or she may have an alcohol or drug problem, or any student who believes another student may have an alcohol or drug problem, may seek confidential help through the School Psychologist, the Director of Student Life, a teacher, advisor, or administrator, without fear that the information shared in confidence will be used to pursue disciplinary action. Similarly a student may self-refer or be referred for another condition, such as an eating disorder, that may endanger the student or otherwise interfere with his or her ability to fulfill his or her obligations to the school. However, such information will in all cases be brought to the School Psychologist, who will meet with and assess the student in question. The School Psychologist and other involved school personnel will maintain the confidentiality of conversations with students unless:

- 1) the student's life is in danger
- 2) the information makes the school personnel accessory to an illegal action
- 3) the information indicates that the safety of another individual is at risk.

When it is determined that a student may have an alcohol, drug, or other mental health problem, the student's parents will be asked to meet with the School Psychologist and the Head of School to establish a plan of action that will be in the best interests of the student and the school. In all such cases, the school will require that an evaluation of the student be conducted by a professional provider approved by the school. Based on the evaluation, a medical leave of absence may be required to allow the student to undergo prescribed treatment and/or drug or alcohol abuse assistance and awareness program. The student will be expected to abide by the prescribed treatment plan or assistance program, and submit to periodic drug or other appropriate testing to be monitored by the School Psychologist. Any student who tests positive (confirmed) for drugs or alcohol or who fails to cooperate with the above guidelines, including, but not limited to any refusal to submit to testing, will call into question whether the student is fit to fulfill his or her obligations to the school and may be subject to appropriate disciplinary action, up to and including dismissal.

Students with personal drug or alcohol problems are also encouraged to seek appropriate medical care or community assistance through their local hospital or civic organization. In considering appropriate discipline for an offense related to drug or alcohol abuse, the school may consider in a student's favor the fact that the student informed the school and/or sought treatment prior to the school learning of the drug or alcohol problem.

APPENDIX A

ACADEMIC HONESTY POLICY

Students inevitably encounter difficult challenges in their courses. Working through these challenges, developing effective study skills, learning how to learn: these are without a doubt the most important lifelong habits a child can learn at Friends Academy. The following guidelines pertain to all courses.

Authorized Help

At times students may ask for help on take-home assignments, including homework. Students and families must be aware of each teacher's specific guidelines pertaining to outside support. A student and family should speak to the teacher if they have questions or concerns about work, or if the student needs additional assistance. If the teacher, student and family feel it is necessary for the student to receive more intensive outside help, the agreed upon tutor(s) (including family members who help their children with their assignments) must maintain regular communication with the teacher about specific skills addressed.

Unauthorized help/ plagiarism

Unauthorized help occurs when a person other than the student directs the composition or completion of the assignment. At no time may an assignment completed by someone other than the student be submitted. A note about editing: students may seek clarification of ideas; however, at no time should another person dictate prose or edit/correct work for the student. The complexity of ideas, style, syntax and vocabulary in a student's take-home work should be reasonably similar to a student's in-class work.

Definition of plagiarism: In an instructional setting, plagiarism occurs when a writer deliberately uses someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source (wpacouncil.org)

Cheating

To cheat is to act dishonestly or unfairly in order to gain an advantage. This includes but is not limited to the following:

- Bringing in, having available, or using unauthorized material or electronic devices during an evaluation.
- Soliciting help from a fellow student during a quiz or exam.
- Looking at another student's paper during an exam.
- Copying evaluated homework.
- Collaborating with others on an assignment without the explicit permission from the teacher.

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- Using any portion of someone's else's assignment and submitting it for credit.
 - During an assessment, looking at one's own annotations in books without a teacher's permission.
 - Making multiple submissions (submitting the same work to two instructors without their permission). This includes submitting the same work to instructors in different years.
 - Fabricating or making up data, results, information, or numbers.
 - Enabling academic dishonesty (helping others to violate a teacher's academic guidelines). Examples include, but are not limited to the following: sharing test questions or answers (without faculty permission), completing an assignment for someone else, providing written papers for others, and allowing or assisting others to copy answers.

Failure to abide by this policy constitutes a violation of academic honesty.

APPENDIX B

GUIDELINES ON HAZING, BULLYING, AND HARASSMENT

Friends Academy is committed to creating a school community where all members as well as visitors and guests are treated with kindness, respect, and courtesy. We take seriously our obligation to create an environment free from bullying, hazing, harassment or discrimination of any kind based on race, creed, religion, sex, age, marital status, national origin, sexual orientation, disability, veteran or citizenship status, genetic predisposition or carrier status or any other classification protected by law. Those who believe they have been subject to such harassment or discrimination should immediately inform the Head of School, Director of Student Life, or any teacher or administrator to whom they feel comfortable reporting the matter. You are encouraged to report your concerns informally without fear of reprisal.

Hazing is requiring something of a specific group or individual, even if they consent to be a party to it, that results in humiliation, embarrassment, degradation, or placing a student or students at emotional or physical risk.

Bullying is the deliberate abuse of power by one or more students to inflict physical, verbal, or emotional harm to another student, including but not limited to poking, teasing, taunting, name-calling, cyberbullying, social exclusion, and rejection.

Harassment is verbal, physical or online conduct that denigrates or shows hostility or aversion towards an individual because of his or her on race, creed, religion, sex, age, marital status, national origin, sexual orientation, disability, veteran or citizenship status, genetic predisposition or carrier status or any other classification protected by law, or that of persons with whom the individual associates. For example, racial harassment includes, but is not limited to, harassment based on an immutable characteristic associated with race (e.g., skin color or facial features).

It is not easy to define exactly what will constitute harassment based on race, color, creed, religion, gender, sexual orientation, marital status, national origin, age, handicap, disability or any other status or classification protected by law. Examples of behavior which violate these guidelines and may constitute harassing conduct include, but are not limited to:

- Epithets, slurs, quips, or negative stereotyping that relate to race, color, creed, religion, gender, national origin, sexual orientation, marital status, age, disability or other protected status or classification protected by law;
- Threatening, intimidating or hostile acts that relate to actual or perceived on the basis of race, color, creed, religion, religious practice gender, national origin, ethnic group sexual orientation, marital status, family composition age, economic circumstance, disability, school performance, physical characteristics, medical condition, or any other status or classification protected by law;
- Written or graphic material (including graffiti) that denigrates or shows hostility or aversion toward an individual or group because of religion, religious practice, race, color, creed, gender, national origin, ethnic group sexual orientation, marital status, family composition age, economic circumstance, disability, school performance, physical

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- characteristics, medical condition, or any other status or classification protected by law and that is placed on walls, bulletin boards, or elsewhere, or circulated or displayed anywhere at Friends Academy; or
- “Jokes,” “pranks” or other forms of “humor” that are demeaning or hostile with regard to actual or perceived race, color, creed, religion, religious practice, gender, national origin, ethnic group, sexual orientation, marital status, family composition, age, economic circumstance, disability, school performance, physical characteristics, medical condition, or any other status or classification protected by law.

This type of behavior is unacceptable not only at Friends Academy, but also at any Friends Academy off-campus event.

It is also a violation of school guidelines for any student, faculty member, employee, or guest, male or female, to subject any other person to unwelcome sexual advances, requests for sexual favors or other verbal or physical conduct of a sexual nature.

There is a variety of conduct which can be considered sexual harassment in certain circumstances. Such behavior includes, but is not limited to, sexually suggestive remarks, objects or pictures, verbal harassment or abuse of a sexual nature, gesturing, off-color jokes, subtle or direct propositions for sexual favors, touching, patting or pinching. Sexual harassment by any student, faculty member, employee, or guest, regardless of the form it may take, will not be tolerated.

Harassment also occurs when a teacher, student, or any other person affiliated with the school (1) treats a student differently than he or she treats other students solely on the basis of race, color, national origin, etc. or any other status or classification protected by law or (2) engages in harassing conduct so severe, pervasive or persistent that it interferes with or limits the ability of a student to participate in, or benefit from the services or activities provided by the school. Such harassment can be committed by a person, be it a teacher, student or any other person, regardless of whether that person is affiliated with the school.

Everyone is expected to comply with these guidelines and appropriate disciplinary action will be taken against any individual who violates these guidelines. Based upon the seriousness of the conduct, disciplinary action may include dismissal.

Friends Academy also assures you that you will have support in reporting any type of harassment, discrimination or related inappropriate behavior. If you experience or witness such conduct, you should take the following actions:

- (1) deal with the harassing or inappropriate conduct immediately, advising the person that you feel the behavior is inappropriate and that you want it to stop;
- (2) if you prefer not to discuss the matter with the person behaving in that manner, or if the person fails to stop this conduct when asked, you should report the incident immediately to the Head of School, Director of Student Life, or any teacher or administrator to whom you feel comfortable reporting the matter.

Everyone has the responsibility of being aware of what is happening at the school, in school vehicles and at school functions. You are encouraged to report your concerns informally without fear of retaliation.

All unresolved complaints will be handled promptly and fairly. All complaints of discrimination or harassment, including sexual harassment, will be treated confidentially and will be investigated promptly and thoroughly. The names of individuals associated with the complaint and all information relating to the complaint will be held in confidence as much as possible to protect victims and witnesses against retaliation, as well as to protect those who may be wrongfully accused. Such confidentiality will be maintained except to the extent that disclosure is required to conduct an investigation to determine the validity of the alleged complaint. We encourage and expect you to utilize this internal complaint procedure to resolve complaints of harassment or discrimination.

APPENDIX C

DEROGATORY AND OFFENSIVE USE OF LANGUAGE GUIDELINES

Derogatory language is comprised of words that tend or intend to detract, denigrate, disparage or belittle and can often be considered offensive. Often derogatory language includes slurs, stereotypes and/or negative references to ethnicity, race, sexual orientation, gender/gender identity, class, religion, body size/type or disability. Language that is used to denigrate, belittle, or offend; considered hurtful toward any one person or group of people; or in any way adversely affects the school and/or members of the school community, whether spoken, written or shared using text mobile devices and/or social media (e.g. private or public messages or postings on social networking sites like Facebook, Twitter, Instagram, Snapchat, etc.), will not be tolerated. This includes reciting or singing published material (e.g. song lyrics) out loud that includes derogatory language.

Friends Academy will treat all suspected or confirmed violations of this policy as serious matters that deserve a prompt, firm and predictable response. As a community, we are committed to ongoing conversation and education about the evolution and use of language. However, hate speech of any kind will not be tolerated and violations will result in immediate disciplinary action, not excluding suspension or expulsion. This policy extends to and includes any such communication; image or illustration that is prepared or originates off school grounds and adversely impacts the educational environment at school. As such, Friends Academy exercises its right to discipline students for acts near or related to the school, when a student's conduct has a detrimental effect on the health, safety or welfare of the student, of other students, of the school or of school personnel.

APPENDIX D

GUIDELINES ON TECHNOLOGY USE

Friends Academy provides an information network that promotes educational excellence by facilitating information exchange within the Friends Academy community and between Friends Academy and the global community. The network supports students, faculty, and staff through access to a variety of technology resources. Student use and access levels vary by grade.

Network resources are intended to be used by students for academic and school business purposes only and network users must abide by all school rules of conduct. Network users should have NO EXPECTATION OF PRIVACY. Friends Academy reserves the right to access or monitor correspondence and/or files without notice and at any time. Failure to follow the guidelines set forth in this policy will result in disciplinary response which could include the loss of network privileges, detentions, possible suspension from school, or, in severe cases, dismissal from Friends Academy.

Access to the network is for educational purposes only. Students must not access any obscene or pornographic material, violent material, bomb manufacturing materials, commercial solicitations, or other materials not within the prescribed curriculum. Friends Academy cannot guarantee what materials may be accessed by students. For this reason, no guarantee can be made that students will not be exposed to material that may be offensive to some individuals.

Please be advised that use of Friends Academy e-mail, voicemail, fax machines, internet access or computer systems to send offensive or inappropriate messages, including, but not limited to discriminatory or suggestive messages such as racial slurs, is strictly prohibited.

Responsibilities of Network Users

1. You are responsible for the use made of your network and email accounts. Set passwords that will protect your accounts from unauthorized use and will not be guessed easily. If you discover that someone has made unauthorized use of your account, you should change the password and report the intrusion immediately to the Technology Department. Change your password on a regular basis. Faculty members should not delegate account use to their students or colleagues.
2. You must not engage in any criminal conduct through use of the network.
3. You must not engage in any form of "hacking" such as breaking into the privacy of another's computer by impersonation or damaging another's computer in any way.
4. You must not intentionally seek information about, browse, obtain copies of, or modify files, passwords, or tapes belonging to other people, whether at Friends Academy or elsewhere, unless specifically authorized to do so by those individuals.
5. You must not create, send, or forward electronic chain letters or unnecessary multiple recipient e-mail.

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6. Messages, sentiments, and declarations sent as electronic mail or electronic publishing must meet the same standards for distribution or display as if they were physical documents or instruments. You are free to publish your opinions, but they must be clearly and accurately identified as coming from you, or, if you are acting as the authorized agent of a group recognized by Friends Academy, as coming from the group you are authorized to represent.
 7. You must adhere to the rules of copyright. Network users must respect all copyright issues regarding software, information, and authorship. All material on the network should be assumed to be copyrighted. No material is to be downloaded for the purposes of duplication. (Refer to the Friends Academy Guidelines on Academic Honesty, Appendix A.)
 8. If you create or maintain electronically stored information that is important to your work or to Friends Academy in general, you are responsible for making frequent backups of the information.
 9. You must not attempt to decrypt or translate encrypted material, or obtain system privileges to which you are not entitled. Attempts to do any of these things will be considered serious transgressions.
 10. If you encounter or observe a gap or weakness in system or network security, you must report the gap or weakness to the Technology Department. You must refrain from exploiting any such gaps or weaknesses in security.
 11. You must be sensitive to the public nature of shared facilities and take care not to display on screens in such locations images, sounds, or messages that could create an atmosphere of discomfort or harassment for others. You must also refrain from transmitting to others in any location inappropriate images, sounds, or messages that might reasonably be considered inappropriate.
 12. You must avoid tying up computing resources for game playing or other trivial applications and printing excessive copies of documents, files, images, or data. You must refrain from using unwarranted or excessive amounts of storage. You must be sensitive to special needs for software and services available in only one location (e.g. scanning and video editing), and cede your place to those whose work requires the special items.
 13. You must not prevent others from using shared resources by running unattended processes or placing signs or devices to “reserve” them without authorization. Your absence from a public computer or workstation should be no longer than warranted by a visit to the nearest restroom. A device unattended for more than ten minutes may be assumed to be available for use and any process running on that device terminated. You must not “lock” a workstation or computer in a way that restricts access to others.

14. You must not copy any programs or data that have been obtained under contracts or licenses by Friends Academy.

15. You should be aware that there are federal, state, and sometimes local laws that govern certain aspects of computer and telecommunications use. Members of the Friends Academy community are expected to respect these laws, as well as to observe and respect Friends Academy rules and regulations.

Personal Computers on Campus

Students in grades 8 - 12 may bring portable personal computers (laptops, notebooks, or tablet computers) to campus for academic use. It is fully expected that use of personal computers on campus will follow all rules spelled out in the above guidelines and will be respectful of all students, faculty, staff, and the school's Quaker principles. The decision to allow a student to use a personal computer during class is at the sole discretion of the classroom teacher.

Technology Use in the Library

The Kumar-Wang Library is a place for academic study. Students using computers in the Library, those provided by the school or their own, are expected to use these only for academic work.

Use of "Profile" Web sites

Friends Academy respects the importance of online student-profile sites like Facebook, Twitter, and others to students who use these sites as a means of communicating with friends. Nonetheless, students must understand the public nature of these sites, and the responsibility and accountability that they, as site manager, must assume. They also must understand that their names and sites are linked with Friends Academy, and as a result, the school may monitor the content of these sites because of the impact this can have on school accountability, public image, and student safety.

Friends Academy reserves the right to monitor profile sites for language and images that are not consistent with school guidelines and philosophy. Should a student have inappropriate material on his/her online student-profile sites, the school will contact the parents and ask their help in cleaning up the Web site. It is also possible that the school may respond by pursuing disciplinary action through the Judicial Board.