# TABLE OF CONTENTS

**Letter from the Head of School** ........................................................................................................... 4

I. **Introduction** ......................................................................................................................................... 5
   - Mission Statement ................................................................................................................................. 5
   - School Philosophy ................................................................................................................................. 5
   - Statement of Respect .............................................................................................................................. 5

II. **Academic Policies and Procedures** .................................................................................................... 6
   - Academic Integrity ................................................................................................................................. 6
   - Academic Support ................................................................................................................................ 6
   - Academic Watch And Warning ........................................................................................................... 8
   - Athletics and Physical Education ......................................................................................................... 8
   - Community Partnership Program ....................................................................................................... 10
   - Diploma Requirements ......................................................................................................................... 12
   - Earning Friends School Credit .......................................................................................................... 13
   - Grading .............................................................................................................................................. 14
   - Library ............................................................................................................................................. 14
   - Schedule Changes ............................................................................................................................... 14
   - Semester Away/Abroad Programs ....................................................................................................... 15
   - Senior Work Project Program ............................................................................................................ 15
   - Student Records Policy ....................................................................................................................... 16

III. **Communication and School Routines** ............................................................................................ 16
   - Announcements ................................................................................................................................. 16
   - Attendance .......................................................................................................................................... 16
   - Collection ......................................................................................................................................... 19
   - Book Rentals and Online Book Sales ................................................................................................. 19
   - Snow Closings and Delays .................................................................................................................. 20
   - Important Contacts/Directory ........................................................................................................... 21

IV. **Student and Community Life** .......................................................................................................... 22
   - Advisory and Student Support ........................................................................................................... 22
   - Lost And Found .................................................................................................................................. 23
   - Student Government And Organizations ........................................................................................... 23
   - Student Free Time ............................................................................................................................... 24
   - School and Personal Property ........................................................................................................... 24
   - School Store ..................................................................................................................................... 25
   - Parking And Driving ........................................................................................................................... 26
   - Upper School Dance Policy ............................................................................................................... 27

V. **Student Health and Safety** .............................................................................................................. 28
   - Baltimore Independent Schools Covenant For Safety And Health .................................................... 28
   - Concussion Protocols ........................................................................................................................ 28
   - POWER-BASED PERSONAL VIOLENCE & SEXUAL MISCONDUCT. ........................................... 29
   - Health Suite ..................................................................................................................................... 36
   - Security ............................................................................................................................................ 36

VI. **Community Expectations** ............................................................................................................... 37
   - Discipline ........................................................................................................................................... 37
Dress Code ................................................................................................................................. 40
Standards Of Behavior ................................................................................................................ 41
Student Policies.......................................................................................................................... 41
Additional Student Policies for International Students .............................................................. 43
Technology Policies .................................................................................................................. 44
Dear Friends School Students and Families,

Whether you are a new or returning Friends student or family, I encourage you to read the contents of this Family Handbook.

At the heart of our school are shared values and deep relationships, as opposed to technical rules and regulations. But, like every community, we rely on certain fundamental expectations to maintain a productive, safe, and pleasant environment. This Handbook outlines some of our basic expectations. As parents, guardians, and students of Friends School, you are agreeing to read, understand, and abide by the terms of this Handbook upon signing the enrollment contract. Families are expected to support the School’s values and standards and, in their interactions with other members of the School community, to treat one another with openness, honesty, and mutual respect. Please read the general information section, which states basic policies and procedures for each division, and then the section that pertains to specific guidelines for the Lower, Middle, and Upper Schools.

The rules, policies, and procedures set forth in this Handbook are intended to apply under normal circumstances. Please understand that no set of rules or guidelines can cover every conceivable situation that might arise at a school. From time to time, there may be situations that require immediate or nonstandard responses. The Handbook does not limit the authority of Friends School to deviate from the rules and procedures set forth in the Handbook, nor its ability to deal with individual circumstances as they arise in the manner deemed most appropriate by the School, in its judgment. The policies may also be revised and updated periodically, even during the school year, as deemed necessary by the School. You will be advised of any changes as they are made either electronically (by email) or by U.S. mail. Any student or family with a question about a Handbook policy or statement should feel free to speak with the appropriate Principal, or with the Head of School.

I look forward to our shared journey through the coming school year.

Sincerely,

Matt Micciche
Head of School
I. Introduction

MISSION STATEMENT

Founded in 1784, Friends School of Baltimore provides a coeducational, college preparatory program guided by the Quaker values of truth, equality, simplicity, community and peaceful resolution of conflict. By setting high standards of excellence for a diverse and caring community, Friends seeks to develop in each student the spiritual, intellectual, physical and creative strengths to make a positive contribution to the world. Recognizing that there is that of God in each person, the School strives in all its programs, policies and affairs to be an institution that exemplifies the ideals of the Religious Society of Friends.

SCHOOL PHILOSOPHY

Friends School seeks to live the conviction that there is that of God in each person. At Friends, we work together to build and sustain a community that is inclusive, respectful, and supportive of all people; we value diversity and cherish differences. Dedication to simplicity, peace, integrity, community, equality, and stewardship permeates every aspect of Friends School life. Regular Meeting for Worship strengthens and deepens our commitment to these Quaker testimonies. Active practice of these principles nurtures empathy and fosters a sense of responsibility to the needs of others. Structured opportunities for service help students live the Quaker testimonies at school and in the broader community.

Friends is a co-educational college preparatory school offering a Pre-K to 12 program that promotes in each student internal motivation, diligence, a passion for learning, and a strong desire to excel. The school is therefore most effective for students who can thrive in an enriched and challenging environment. Friends School cultivates the intellectual, emotional, social, physical, artistic, and spiritual development of its students. Our program balances academics, athletics, and the arts.

Quaker education is a pilgrimage – a continual seeking after Truth. The search for truth requires a willingness to listen openly to the ideas of others, even in fields of controversy. Friends School believes that through self-awareness, growth, and service to others, that of God in each person is made manifest.

STATEMENT OF RESPECT

At Friends School of Baltimore, our Quaker values and commitment to being an inclusive and constructive learning environment compels us to uphold the dignity of all individuals at all times. We practice George Fox’s belief that there is “that of God in everyone,” and hold ourselves accountable for the intention and impact of our behavior and speech. Friends School opposes and actively addresses hurtful language and behavior, especially that which demeans or discriminates based on race, ethnicity, ability, sex, gender, sexual orientation, religion, age or any attributes of identity. We believe that such acts are harmful to individuals, divisive within our community and corrosive to society. Friends School engages in open dialogue, embraces diverse perspectives, and celebrates difference. We also insist that all discourse, however controversial or well-intended, must always be respectful in tone, in content and, ultimately, must support the Quaker value of inclusivity.
II. Academic Policies and Procedures

The Upper School offers a challenging college preparatory curriculum that includes a broad range of major course offerings complimented by a selection of enriching electives. The Upper School faculty and administration have designed an academic program that promotes students’ individual talents and interests while preparing them for the rigors of higher education. This Handbook has been prepared to help students and families understand what they can expect from Friends and what the community expects of them. No set of guidelines is perfect, and situations will arise that are not detailed in the Handbook, however our commitment to our mission as a Quaker School will guide us through those times.

ACADEMIC INTEGRITY

Integrity, honesty, truth, and trust are all integral parts of life at a Quaker school. All members of the school community are expected to embrace these in all aspects of their time at Friends. Of particular importance is a student’s practice of these tenets in regards to academic scholarship. Friends School considers the matter of academic integrity to be serious enough that the penalties for dishonesty may include suspension and expulsion, in addition to academic penalties such as loss of credit for the assignment or assessment. A student who is not clear about what constitutes academic dishonesty should consult with their teacher or administrator. Academic dishonesty includes, but is not limited to, the following situations:

- Giving or receiving information during any form of assessment; using unauthorized information or electronic devices (such as phones, websites, calculators, online translators, cameras, etc) during written or oral tests, quizzes, papers, assignments or exams;
- Passing test information to or receiving test information from another student;
- Allowing another student to copy one’s work; copying and/or using another person’s work or ideas and handing it in as one’s own without proper notation. This includes, but is not limited to, homework, essays, computer software and data;
- When permitted extra time later in the day to complete a test or exam, using the opportunity in any way that gains an individual, unfair advantage;
- Using or paraphrasing someone else’s exact words and/or ideas or paraphrasing them as if they were one’s own, without acknowledging the source, whether it is copying from another’s test or the use of information inappropriately carried into the assessment, is a serious offense.

ACADEMIC SUPPORT

Academic Help Centers

Each year the math, science, english and language departments open help centers to offer one-on-one peer tutored support in various academic subjects. While a faculty member oversees the help centers, student tutors are trained to staff the centers. They are open at specific blocks and by appointment. If a student is interested in tutoring, they should connect the appropriate faculty member.

<table>
<thead>
<tr>
<th>The Math Help Center:</th>
<th>Claire Cunliffe- <a href="mailto:ccunliffe@friendsbalt.org">ccunliffe@friendsbalt.org</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>The Writing Center:</td>
<td>Rob Travieso- <a href="mailto:rtravieso@friendsbalt.org">rtravieso@friendsbalt.org</a></td>
</tr>
<tr>
<td>The Science Help Center:</td>
<td>Chris Newton- <a href="mailto:cnewton@friendsbalt.org">cnewton@friendsbalt.org</a></td>
</tr>
<tr>
<td>Language Help:</td>
<td>French- Kristen Andrews- <a href="mailto:kandrews@friendsbalt.org">kandrews@friendsbalt.org</a></td>
</tr>
<tr>
<td></td>
<td>Latin - Lisa Countess- <a href="mailto:lcountess@friendsbalt.org">lcountess@friendsbalt.org</a></td>
</tr>
<tr>
<td></td>
<td>Russian- Lee Roby- <a href="mailto:lroby@friendsbalt.org">lroby@friendsbalt.org</a></td>
</tr>
<tr>
<td></td>
<td>Spanish- Lucy Hand- <a href="mailto:lhand@friendsbalt.org">lhand@friendsbalt.org</a></td>
</tr>
</tbody>
</table>
Learning Profiles

In order to qualify for accommodations, a student must have a psycho-educational evaluation, which has been completed within the last five years, on file with the US Director of Student Support. The evaluation must have been completed by a licensed professional educational evaluator. The evaluation must include a DSM or ICD code labeling the type of disability and provide a list of specific recommended accommodations needed by the student to be successful in the classroom setting. The Director of Student Support reviews the psycho-educational evaluation and creates an individual Learning Profile, a one-page summary of the evaluation and a checklist of the accommodations the School can provide to fit each child’s learning needs. The faculty has access to the individual’s Learning Profile to provide appropriate support in the classroom. The Learning Profile is confidential.

- Friends School of Baltimore reserves the right to choose which accommodations are appropriate to offer in our college-preparatory environment. Pull-out services such as formal individualized reading or writing instruction are not offered in our academic setting.
- The Director of Student Support will maintain a list of students with approved accommodations and provide all teachers with this information in the form of a Learning Profile.
- Teachers will provide approved accommodation(s) to students.
- Accommodation eligibility will be confirmed with the student and parent(s) by the Director of Student Support.
- The student is expected to make appropriate arrangements with their teacher to ensure the implementation of accommodation(s). If a student fails to do so, they should not be denied the accommodation as long as it is reasonable, as determined by the teacher, to provide it. Then, the student should be referred to the Director of Student Support to review the accommodation policy.
- Repeated failure to make advance arrangements with a teacher may result in a denial of accommodation.
- It is expected that students complete extended time testing within the same day the test is administered. A student is expected to plan ahead for early dismissals and other conflicts by communicating with the teacher in advance. Exceptions to this rule for special circumstances are at the discretion of the teacher.
- A student may not miss another class in order to finish a test. The student is expected to make arrangements to begin the test early or complete it during a free period, lunch, study hall, or before or after school.

Academic Accommodations Accepted by Friends School of Baltimore:

1. Extended time testing (up to 100%)
2. Computer use for testing (the school will provide it)
3. Extra breaks for lengthy exam
4. Record responses directly in the test booklet
5. Provide a less distracting testing environment
6. Preferential seating
7. Note-taking support
8. Use of audio books
9. With the teacher’s permission, record the class lecture
10. Use of a four-function calculator for support in mathematics class and assessments
11. No penalty or reduced penalty for spelling on in-class assignments and tests & quizzes
ACADEMIC WATCH AND WARNING

The Academic Watch and Warning system has three main goals: To identify students in academic difficulty and help students, their teachers, and parents be aware of the situation; to offer guidelines and support services available to all students (especially those who are experiencing difficulties); and to instruct students as to what the next steps might be if academic performance does not improve.

Academic Watch

Students in the Upper School who receive two grades in the 60-69 range in two major different courses, or one grade of F at the close of a Quarter, are placed on Academic Watch. A letter will be sent home and the appropriate Grade Dean will contact the family to describe the supports available to the student. Mid-quarter and end of quarter comments will be written by all teachers to help the student work towards improvement. If student achievement does not improve, the student could be placed on Academic Warning.

Academic Warning

Students on Academic Watch for two consecutive quarters and students for whom it is clearly indicated that full support is immediately required are placed on Academic Warning. Student-specific tenets are developed by the Academic Dean, Grade Dean, Advisor and teachers. A family meeting is called by the Grade Dean to discuss guidelines for improvement as laid out in the warning letter. Mid-quarter and end of quarter comments will be written by all teachers and a follow-up meeting between the Grade Dean and the student will occur. Possible requirements may include mandatory study halls, mandatory tutorials, referral to the Director of Student Support for support, and specific grade/GPA targets that must be reached. Students on Warning will be discussed at the end of each Quarter and a decision will be rendered to either have the student continue on Warning, to remove the student from Warning, or to revise the tenets.

Contract Hold

Students in danger of not matriculating or students on Academic Warning who exhaust school resources without positive results may be placed on Contract Hold.

ATHLETICS AND PHYSICAL EDUCATION

Athletic Principles

At Friends School of Baltimore, we regard our athletic program as an essential part of our curriculum and an important element of our students’ education. We believe that our students benefit from experiencing the challenges and joys of athletic competition and that the learning experiences provided by athletics are unique and important to a child’s development. Athletics at Friends allows each participant to excel at their own level and to reach their potential while also committing, alongside teammates, to the vigorous pursuit of common goals. Our athletic program embodies and reinforces the core values of Friends School - simplicity, peace, integrity, community, equality and stewardship - and develops in our athletes the critical qualities of resilience, collaboration, sportsmanship, teamwork, communication and leadership. Through our athletic program, we seek to inspire a lifelong love of sports and a physically active lifestyle. Our goals and our values demand that students and coaches treat each other, officials, and opposing players, coaches and fans with respect, dignity and sportsmanship at all times, and hold themselves to a high level of personal conduct and commitment to the team.
Affirmations

As a school community, we affirm our commitment to the following:

- Friends School will provide the best athletic experience possible for each child, creating successful, competitive teams. We strive for excellence and high achievement both individually and collectively, while always upholding the values of the School.
- Our goals for the athletic program mirror those for academics and the arts; high standards for all involved, full commitment from adults and students, and continuous, differentiated support that allows every child to fulfill their potential. We also seek, as in academics and the arts, to provide preparation and guidance to those students who wish to pursue athletics at the collegiate level.
- Friends School has consciously fostered a culture of participation that supports the intellectual, physical and personal development of each student.
- We seek to provide access and equity for all student athletes in all of our athletic programs.
- Friends School is committed to training and developing athletes at all levels - from novice to elite.
- We seek to hire coaches who have deep expertise in their sport(s) and proven coaching abilities, and who will strive to embody our Quaker values and philosophy in all aspects of their work with our students.
- Friends School believes that coaches are educators and role models, dedicated to and responsible for the quality of the learning experience of the students in their care.

Athletics/Physical Education Requirement

Upper School students must earn Six Credits (“Four Core/Plus Two”) in Athletics/Physical Education to graduate.

4.0 credits (“Four Core”) must be earned through participation in interscholastic athletics

- 1 sport per year required/1.0 credit per season
- Or, at least 1 approved IPA/1.0 credit per season
- Managing does not qualify as one of the four core credits

2.0 credits (“Plus Two”) must be earned through participation in other athletic managing, dance, fitness, wellness classes and/or activities (see below). NB: Participation in interscholastic athletics in a 2nd or 3rd season beyond the required one season per year would also satisfy the additional credits in the “Plus Two” category

- Manage a Team 0.5 credit per season
- Fitness (3 x cycle during L Blocks- self scheduled) 0.5 credit per semester
- CPR Class (3 x cycle during Letter Blocks) 0.5 credit per semester
- Studio Dance 1, 2 (3 x cycle during L Blocks) 0.5 credit per full year
- Additional sport (beyond the 1 per year required) 1.0 credit per season
- IPA (Independent Physical Activity) 1.0 credit per season
- Required 9th and 10th Grade Forum 0.5 credit per year
- SAT in MS Athletics* (assisting a MS athletic team) 0.5 credits per season

*with approval of the Athletic Department
The Upper School requires that each student participate in a minimum of one after-school athletic program each school year. To receive this credit, a student must fulfill one of the following:

1. **Participate in one season per year of Friends School sports offerings.** Based on numbers of participants and other factors, some sports may field a Varsity and a Junior Varsity team, while others may field only a Varsity team. To provide an optimal educational experience, team sizes may be limited. Due to the competitive nature of Upper School athletics, playing time is based on a variety of factors. These include the student’s degree of commitment, sportsmanship, ability, and the team’s best interests.

2. **Participate in an approved Independent Physical Activity (IPA), which consists of a minimum of 50 hours of one activity during a sports season.** The following procedures are to be followed:
   - Complete a Proposal Form. This is available from the Physical Education Office and must be submitted to the Athletic Director by the dates for each season listed on the form.
   - Receive approval from the Athletic Director. Approval is based on the following criteria:
     - Activity is supervised by a certified instructor (not a parent).
     - Activity can be fully completed during a sports season—fall, winter, or spring.
     - Activity is not offered at Friends School.
     - Activity must take place at an off-campus site.
   - Complete and submit the Worksheet detailing the specific dates and hours of the activity by the dates for each season listed on the form. Return the Worksheet to the Athletic Director for evaluation.

**COMMUNITY PARTNERSHIP PROGRAM**

The partnership program is a natural outgrowth of the belief that education must include a sense of one’s place in the community. Through service, one explores the gifts one has to offer, the variety of ways in which each of us depends upon one another, and the many ways in which each of us is truly needed and able to participate in the community. Community partnership provides a unique opportunity to further explore "that of God within." Performing volunteer work at the local, national or global level is an integral part of a Friends School education and plays a vital role in preparing our students to lead full, consequential, and compassionate lives. Every Friends Upper School student is expected to perform community service as a requirement for graduation. Students transferring into Friends School may have this requirement amended by the Community Partnership Coordinator or Committee. This service may be performed after school, on weekends, during school vacations or the summer recess, but should never be performed during normal school hours. Please refer to the Community Partnership Section of the School’s web page for additional information and required community partnership forms.

**Community Partnership Goals**

The spirit of the community partnership experience is that students practice meaningful citizenship by being active and reflective contributors to organizations that promote justice and equity in our communities. Students engage directly in work alongside members of a community in order to bridge social, economic, and physical inequalities. Similar to other Quaker schools, our goal is to have students participate in programs with a strong sense of social, environmental, and/or educational justice that respect the integrity of the individuals and the community where they will be volunteering.

Students must complete at least 50 hours performed outside of Friends School. Exceptions are Super Kids Camp and Middle Grades Partnership, which are community outreach programs conducted here on
campus. Our hope is that students will continue to be of service to others beyond the graduation requirement and develop strong relationships with members of different communities.

Please note that while many of the following activities can be valuable experiences, they do not meet the guidelines for fulfilling the graduation requirement. However, they will be accepted as additional service and recorded in the student’s file. These include: working at animal shelters; teaching or babysitting at a religious place of worship; volunteering at a hospital, volunteering as a camp counselor for other than programs with a focus on literacy or physical disabilities; working for a political candidate or officeholder; working for groups whose programs are inconsistent with Quaker philosophies; and working for any family member or relative.

Community Partnership Requirements

- Performed outside of Friends School. Exceptions are Super Kids Camp and Middle Grades Partnership, which are community outreach programs conducted here on campus.
- Completion of a minimum of fifty (50) hours during an eighteen-month period, with at least twenty (20) hours at each site. For students in graduating class of 2018 and beyond, 20 hours of the student’s 50 must be completed at one of the “deep partnership” sites in Baltimore City.
- Up to five (5) hours of the total can be training preparation.
- Performed after May of the 8th grade year and completed by the end of the first semester of the senior year (Students will find it easier to complete this service prior to their junior year).
- Seniors will not be offered off-campus privileges unless they have completed their Partnership projects. Juniors must complete their community partnership projects before second semester off-campus privileges will be granted as well. Students who transfer to Friends School after their freshman year must submit paperwork in order to transfer any prior service.
- A non-paying job for any organization whose purpose and activities reflect the goals of the community partnership program stated above. This excludes working for a political candidate or office holder in the routine performance of political duties as well as working for groups whose programs are inconsistent with Quaker philosophies. This also excludes working for any family member or relative.
- Deadline for approval of summer community partnership is May 15th.

Community Partnership Responsibilities of the Student

- Read and understand the mission and goals.
- Locate a service placement (the School provides potential placement sites if needed) and discuss it with one of the Directors of Community Partnership.
- Provide a detailed description of the responsibilities to be performed at the agency or organization.
- Submit to one of the Directors of Community Partnership a community partnership contract signed by the student, agency volunteer supervisor, and the student’s parent.
- Make sure that the contract has been accepted before beginning your partnership. The contract must be signed by one of the Directors of Community Partnership for final approval.
- Perform community service as contracted.
- Properly complete and submit the following three items: a) the student self-evaluation, b) the student evaluation of the agency, and c) the agency evaluation of the student's performance.
- Students share the experience with their Advisory Group or with other students and the Directors of Community Partnership.
• These tasks must be completed prior to receiving credit toward graduation. Satisfactory completion will be communicated to the student in writing by the end of the academic year.

Any questions related to the Community Partnership Requirement should be directed to Ms. Sáenz de Tejada. All forms can be found in the Partnership section of the Friends School website.

**DIPLOMA REQUIREMENTS**

To receive a Friends School diploma, a student must:

1. Earn a total of twenty-one credits
2. Satisfy the following course requirements:
   - **English**: 4 credits (including four 1/2 credit electives during Junior and Senior year)
   - **Social Studies**: 2 credits (including U.S. & the World and History of the Modern World)
   - **Math & Science**: 6 credits (at least 2 credits in each discipline including Biology and successful completion of Geometry, Algebra 2 or Advanced Algebra w/Trigonometry)
   - **Languages**: 2 credits of Friends School language (including completion of Level III of a modern language, or Level II of Latin)
   - **Fine Arts**: 2 credits
   - **PE/Athletics**: 2 credits (plus the “four core” requirement; see page 9 for full description)
   - **Other Majors & Minors**: 3 credits
3. Successfully fulfill the requirement of the Community Partnership Program.
4. Complete the following expected courses and other requirements:
   - Freshman Forum
   - Sophomore Forum
   - Junior Forum & Junior College Seminar
   - Senior Forum
   - Completion of the yearly Athletic requirements

**Credits:** Full-year major courses earn one credit. Semester major courses earn one half credit. Minor courses earn one-half credit (unless otherwise noted). Twenty-one credit units constitutes the minimum state-mandated high school degree requirements.

**Matriculation**

A student may matriculate from one year in the Upper School to the next if the student:

1) completes the English requirement for that year; and 2) is able to appropriately satisfy the diploma requirements in their time remaining at Friends. Matriculation to the next year does not mean advancement to the next level of a given course of study. Students must meet departmental requirements at each level to proceed to the next.
Curriculum Recommendations for College Placement

Students are encouraged to enroll in the most rigorous college preparatory program they can manage. This generally means taking five major academic subjects each year, plus one or two minors.

The minimum requirements for college entrance include: 4 years of English; 3 years of math (Algebra 1, Geometry and Algebra 2); 2 laboratory sciences; 3 years of social studies (including U.S. and the World); and 2 years of a foreign language. Students who plan to apply to highly selective colleges and universities should plan to take courses well beyond this minimum, including 4 years of the same foreign language; 4 years of science; math through Trigonometry or Calculus; and 4 years of social studies. In some cases, the student’s intended college major may influence the course selections for the junior and senior years. For instance, students who plan to go into science or engineering-related fields should take math all four years, and may elect to take a second Advanced Science in lieu of foreign language or social studies in the senior year. Conversely, a student who plans to study history or English in college may double up in one of these disciplines rather than continue in science or math in the senior year. Students and parents with questions about the impact of course selections on college admission should contact the College Counseling staff directly.

Students Taking Four or Six Courses

Most students take five major courses each year; no student may take fewer than four academic major courses plus a minor. Students who wish to deviate from the normal course of study by enrolling in four or six major courses must petition for permission. The required form asks the student to explain the reasons for the desired number of courses; the form is reviewed and the student’s parents, faculty advisor and a Grade Dean make comments. In appropriate cases, the College Counseling staff is consulted regarding the college implications of a proposed course of action.

EARNING FRIENDS SCHOOL CREDIT

Students receive credit by successfully completing a Friends School course. Students must take and pass all required courses at Friends School. Friends does not accept credit for courses taken at other institutions, except in the case of transfer students and approved special programs (approved study abroad or semester school programs, for example). Students wishing to pursue summer work in order to accelerate or to make up a failure in a subject area are required to seek approval from the appropriate Department Chair beforehand. In some cases, a student may be required to complete a Friends School departmental examination at the end of that course of study. Friends School will not award partial credit for partial completion of any course. For example, one credit will be awarded for a completed full-year course of study only; one-half credit will be awarded only if a half-year course of study is completed in one-half year.
GRADING

Grades and Comments

Report Cards are distributed through myFriends four times each year at the close of each Quarter. Written comments are included at the First and Third Quarters. Progress Reports may be written for any student at the midpoint of a Quarter. These are often used to alert parents of students in academic difficulty. Students and parents are invited to contact either the appropriate Grade Dean or the student’s Advisor for advice or information regarding the student’s academic progress. Students who have not completed the required work for a class in a quarter may receive a grade of Incomplete (I). Students have two weeks to make up the work and receive a grade for the quarter. Exceptions to this rule, usually granted for medical reasons, may be determined by the Academic Dean.

Honor Roll

Any student who receives a grade of 87 or higher in each major or minor subject at the end of a Semester will be placed on the Honor Roll. For seniors, Honor Roll will be earned and designated after Community Partnership requirements have been completed, in addition to the grade threshold. Honor Rolls are not published or made public, but a designation will appear on the student’s Report Card.

Pass/Fail Option

Students must receive numeric grades in all courses required for graduation and in at least four major academic courses each semester; all other courses may be taken Pass/Fail. A student’s request to change a numerically graded course to Pass/Fail should be made before the end of the first interim or the end of the third interim of a second semester course. To make this change the student must receive the approval of the teacher, Advisor, and Grade Dean. In some cases, it may also be appropriate to consult the College Counseling staff about changing courses to Pass/Fail. Students may request Pass/Fail Forms from the Registrar. If a student completes the course in satisfactory fashion, a “P” will be recorded on the report card and transcript, and credit for the course will be granted. If a student fails the course it will be recorded as an “F,” no credit will be awarded, and it will not be calculated into the student’s GPA.

LIBRARY

The library hours for student use are from 7:30 a.m. to 5:15 p.m. Monday-Friday. The library is a quiet space for independent or small group study. Library books and magazines may be checked out for 8-weeks and renewed upon request. The following library items: laptops, iPads, video cameras, DSLR’s, etc. are intended for school-associated work and are checked out for the day unless other arrangements have been made with the library staff.

SCHEDULE CHANGES

Adding Courses

Students may add courses, space permitting, within the first two weeks of the year for a year-long course or the semester for a semester-long course. A completed Add/Drop Form is required and may be obtained from the Scheduling Coordinator.
Dropping Courses

The school allows students to wait until the first interim (or the third interim for second semester courses) to withdraw from a course without it being recorded on the transcript. Students enrolled in six major courses in the fall will be given until the end of the First Quarter to withdraw from a course for any reason without it appearing on the transcript. Courses dropped after these deadlines will be recorded as Withdrawal Passing (WP), Withdrawal Failing (WF), or Withdrawal for Medical Reasons (WM) on the transcript depending on the student’s status at the time of the drop. If a student wants to withdraw from a course after these deadlines, the student needs to obtain an Add/Drop Form from the Upper School office. Approval is obtained from the student’s Advisor, the teacher of the course, the respective Grade Dean, and the student’s parents. In addition, seniors need approval of faculty who wrote their college letter of recommendation. In some cases, it may also be appropriate to consult the College Counseling staff about dropping courses. The completed form is to be returned to the Scheduling Coordinator. Final approval on complex or late course drops rests with the Principal. On occasion, changing a course to Pass/Fail may be preferable to dropping it. Credit will not be granted for withdrawn courses and thus will not be calculated into the student’s GPA.

SEMESTER AWAY/ABROAD PROGRAMS

Each year, a small number of Friends School students are granted permission to participate in semester programs at other institutions or abroad, typically during the junior year. Friends School holds these students’ places in reserve during the semester of study away. The first step for students and families wishing to pursue this option is an exploratory meeting with the Academic Dean during the academic year prior to the start of the program. The student is then asked to develop a written proposal to be submitted to the Department Chairs group for approval.

SENIOR WORK PROJECT PROGRAM

The Senior Work Project Program is designed to give students the experience of meaningful participation in the adult world of work. During the last month of 12th grade, seniors work at businesses, laboratories, schools, offices, and shops under the supervision of employer/mentors with whom they have contracted. Every senior is expected, except under exceptional circumstances, to participate in this program. The work projects are performed from early May to early June. Participating students do not receive pay for their work, and the placement should be in the greater Baltimore area. A faculty committee approves the projects that seniors select early in the 4th quarter. All participants must have completed their Community Partnership Requirement for graduation by that time. After taking early semester exams, they work at their project sites for 35 hours a week for approximately four weeks. Those involved in sports or drama, as well as those sitting for Advanced Placement exams, work fewer hours until these activities have ended.

All participants in this program are required to keep a journal describing and analyzing their experiences. They return to campus to give oral reports and poster presentations for other students and members of the faculty.
STUDENT RECORDS POLICY

The school keeps individual files for each student. Included in these files is a record of all official grades, official transcripts from other schools attended, and standardized test scores. All external diagnostic testing submitted by parents is maintained by the Director of Student Support. Copies of all grades and comments sent home, as well as any formal correspondence from the administration are also included. Any eighteen-year-old student or parent of any of our younger students may, in writing, request to see the student’s record. A waiting period of at least 24 hours but no more than 45 days after written notice has been received shall pass before such a review is allowed. Records will be reviewed in the presence of a school official. When a student withdraws or graduates from the School, a transcript will be retained on file and all other materials destroyed.

Transcript Requests

Upon the written request of a student or parent, a transcript shall be provided by the Registrar. Request for Transcript forms may be obtained from the school website under the Alumni page.

III. Communication and School Routines

ANNOUNCEMENTS

Personal messages for students may be emailed to their school email account. On occasion, the US office will forward time-sensitive messages to students within the school day. It is expected that students check their school email daily. Parents should refrain from texting their students during the school day.

Students may use the email distribution called “US Announcements” (which sends an email message to every US Student and US Faculty member) to communicate information or announcements on behalf of classes or clubs with faculty permission. Students should refrain from sharing personal messages or replies to US Announcements.

ATTENDANCE

Regular daily attendance at Friends is a critical component of the education of all students. Families are fully expected to respect the integrity of the academic calendar. Reasons for absences will clearly arise, but class time is invaluable; the School discourages students from missing any more school time than is absolutely necessary. Whatever the reasons for absences, it is the responsibility of the absent student to acquire and complete all assignments. A number of important “non-academic” school days exist on the school calendar (service days, etc.) that are mandatory for all students. It is essential for parents to support the School by having their children attend on each of those days.
Signing In and Out

Of particular concern at Friends is the safety of all students, and accountability is thus critical. A student arriving after 8:00 a.m., for any reason, must sign-in at the Main Office before going to class. A student who needs to leave school for any reason must sign-out at the front office, and the school must receive permission prior to departure from a parent/guardian (via phone, email, or in writing). If permission is granted by a parent/guardian retroactively, that student may receive a minor. Any student that does not receive permission in advance of leaving school may be subject to disciplinary consequences.

Students should sign out at the main Upper School office and sign-in, upon return, as required. Below is a more detailed summary of some of the nuances in the school’s sign-in/sign-out policy:

- Free L Block (No scheduled commitment) – All 9th – 11th graders must sign-in by 8:15am
- Free L Block and subsequent Free Letter Block (i.e. “Super Free”) – *12th graders only* - Seniors must sign-in by 8:55am
- Last Letter (A-F) Block Free – Students may sign-out at 3:15pm, no earlier
- Community Time on Days 1, 4, 6 and 8 (Advisory, Extra Help, Clubs) – Students are not permitted to leave until 3:30pm
- Students with Off-Campus Privileges must always sign-in and sign-out at the Main Office when using these privileges.

Tardiness

Tardiness to school, class, or Collection is unacceptable. All students arriving late must check in with the main office and obtain a pass to class. Students arriving between 8:00 a.m.-8:30 a.m. will be given a pink pass and those arriving after 8:30 a.m. will receive a yellow pass to be signed by their teachers and returned to the office by 3:30 p.m. Students who miss more than half of a class’s meeting time may be considered absent from that class and may receive a consequence for an unexcused absence. Problems with private transportation, oversleeping, and finishing schoolwork are not considered excusable reasons for lateness. Any work missed due to an unexcused tardiness may result in lost credit at the discretion of the teacher. On occasion students will be late for school for unforeseen or planned reasons and therefore students are allowed four tardies to school in a Quarter before disciplinary action will result. The Grade Dean will decide whether unusual circumstances excuse a tardy. If there are recurring planned tardies for previously scheduled appointments, parents/guardians must contact their child’s Grade Dean, or Assistant Grade Dean in advance. Chronic tardiness may require a family meeting with the Grade Dean.

Unplanned Absences

A student unable to attend school because of illness or an emergency must have a parent/guardian notify the school by 8:30 a.m. Students, despite their age, do not have permission to excuse themselves from school. Proper notification by a caregiver is required. If proper notification is not received by 8:30am, students may receive a minor for not communicating ahead of time. If the assignments are unknown to the student, the student should contact classmates or the teachers directly and/or consult the Assignment Center on myFriends. All work should be made up as quickly as possible. Students should have all homework ready to hand in and be prepared to take all missed assessments as soon as it is reasonable.
Excused Absences

These include events such as religious holidays, medical appointments, college visits, weddings, etc. and “once in a lifetime opportunities”. A student or family planning an absence must notify the Dean of Student Life in the Upper School as far in advance of the absence as possible. Known homework, papers, and projects should be submitted prior to departure. Teachers may require tests and quizzes to be taken in advance as well. Upon return, all additional missed work should be gathered by the student and made up as quickly as possible. Students must obtain a Planned Absence Form from their Grade Dean in advance and get all the necessary signatures prior to their absence. Students should be prepared to take all missed quizzes and tests when they return. “Once in a lifetime” opportunities and how they will be dealt with will be determined by the Grade Deans.

Unexcused Absences

These include events such as family vacation while school is in session, etc. The school discourages unexcused absences, and all families are expected to support this. Teachers are not required to meet with students to re-teach the material and late penalties may apply to any work submitted or completed after the absence. Missed lecture and class notes should be obtained from classmates on the first day back or earlier, if possible. If a student skips school, it is considered an unexcused absence; no credit will be given for any missed work, tests, labs, etc., and disciplinary action will be taken.

Excessive Absences

Regular daily attendance in school is considered a critical component of a Friends School education. Thus, any student whose absence from any given class, even for excused reasons, reaches or exceeds 20% in any given semester (eight academic class periods/six for second-semester seniors) places their course credit in serious jeopardy. In such instances, the student and their parents will be required to meet with the Dean of Student Life and the Grade Dean to determine an appropriate course of action.

Family Trips and School Vacations

The Upper School administration and faculty understand the importance of downtime in the lives of our students and families, and the inviolability of school vacations, hence our policy to assign no homework during major breaks from school. In the same vein, the School expects that families will schedule their vacation time in such a way as to avoid conflict with school days, including midterm and final exam administration days. Absences in the lead up to and/or following school vacations are considered unexcused, and, as such, teachers are not required to reteach missed material to students whose families extend vacation beyond the time allotted by the School.

Participation in Practices and School Events After Missing Part of the Day

A student who has not fulfilled all academic responsibilities will not be permitted to take part in any school activity, including athletic practices and competitions, arts performances, other extracurricular programs, or socials without the permission of the Dean of Student Life. When an absence is anticipated, parents and the student must follow the normal Planned Absence procedures. When an absence is unanticipated, parents should contact the school as soon as possible. The school decision will be based on the specific circumstances of the situation, any health concerns, equity to other students, and past attendance records. In any case, an unexcused absence will negate the possibility of
participating in after-school activities. Students who are unable to be in school by 10:20 a.m. for health reasons typically will not be allowed to participate in after school activities.

**Medical Leave of Absence**

If a student is unable to participate fully in the School program due to medical (physical or psychological) reasons, the School may require the student to take a medical leave of absence away from school. Medical Leaves are treated as Unplanned Absences from school, and a doctor’s note is required in all cases. Medical Leaves are intended as short term support for students struggling with medical conditions. Medical Leaves require students to be producing work while away from school. Although this may be a reduced workload, deadlines will be determined by the School and must be followed. Families must report on student’s progress weekly. Before a student returns to school, a re-entry meeting with the Upper School Administration is required as well as the appropriate documentation from treating professionals supporting a return to school. Extensive Medical Leave could place the student’s course credit in jeopardy and compromise matriculation to the next grade level. Upper School Administration will review all situations requiring a Medical Leave. Students on Medical Leave may not participate in extracurricular, athletic, or social school activities without permission. Due to the impact on credit accumulation, students may only be able to sustain a medical leave of absence once during a student’s Upper School career.

**COLLECTION**

Upper School Collection is a phenomenon which is unique to many Quaker schools including Friends School of Baltimore. During this daily ritual, Upper School faculty and students come together to strengthen the bonds of community through shared experiences. The program of Collection includes artistic, intellectual, and cultural presentations from both community members and invited guests. Collection is a place for shared learning and for engaging in challenging community conversations. Collection is also used to conduct school business including announcements, attendance taking, and dissemination of important information. The student senate co-presidents serve as moderators or, in Quaker parlance, “clerks” of collection. Collection opens with a period of silent reflection.

**BOOK RENTALS AND ONLINE BOOK SALES**

Friends School will rent books to students for selected courses at the beginning of the year. Students are required to return the books at the end of the year (or end of semester in some cases) in good repair. Failure to do so will result in the student being charged a replacement fee for the book.

Friends School uses an online bookstore – MBS Books. Books for the upcoming year must be purchased online. There is a link in the Parents Section of the Friends School webpage to connect you to our virtual bookstore or you can go directly to www.mbsdirect.net and click on Friends School. Summer reading books may be purchased through MBS Direct or at local bookstores. New and used books will be available online – early-birds have a better selection of used books. Books may be purchased online, by phone, or fax and state tax will not be charged. Books may be shipped to your home or office; shipping charges are waived if the order is over $99. The virtual bookstore will be listed by course for Upper School. ISBN numbers (located on lower back cover of each book) identify the specific edition of each book required and will be noted on the MBS Direct web page. Books may be purchased at other sites online. Having the correct textbook version, designated by the ISBN number, is critical for having the correct books for every class.
SNOW CLOSINGS AND DELAYS

In the event that school will be closed or delayed due to weather, please use the school website www.friendsbalt.org or Weather/Event Information line printed on the back of this booklet. Setting up your Notifications feature in myFriends will enable you to receive text messages or email announcements about School cancellations as well.
IMPORTANT CONTACTS/DIRECTORY

During the year, students and parents often have questions about different aspects of school life.

Here is a guide to help you get assistance in the Upper School:

<table>
<thead>
<tr>
<th>Individual subject academic issues</th>
<th>Classroom teacher directly</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multi-subject academic issues</td>
<td>Appropriate Grade Dean</td>
</tr>
<tr>
<td>Social, personal issues</td>
<td>Advisor</td>
</tr>
<tr>
<td>Courses and Schedules</td>
<td>Advisor</td>
</tr>
<tr>
<td>Teacher Conferences</td>
<td>Advisor</td>
</tr>
<tr>
<td>Discipline, attendance, parking issues</td>
<td>Grade Dean, Dean of Student Life</td>
</tr>
<tr>
<td>Academic support, testing, tutors etc.</td>
<td>Director of Student Support</td>
</tr>
<tr>
<td>Counseling, therapeutic referrals etc.</td>
<td>Counselor</td>
</tr>
<tr>
<td>College Counseling, SAT testing etc.</td>
<td>Director of College Counseling</td>
</tr>
<tr>
<td>Transcripts, Report Cards, Comments</td>
<td>Registrar</td>
</tr>
<tr>
<td>International student concerns</td>
<td>Dean of Student Life</td>
</tr>
</tbody>
</table>

The Upper School directory below is an abbreviated employee list for contacting the individual who can best answer your questions. Please log into myFriends for a complete School directory.

Main Upper School Office: .................................................................410-649-3252 (phone) / 410-649-3280(fax)

Absences/Lateness .................................................................Main Office .................................................................410-649-3252
Principal .................................................................Steve McManus .................................................................410-649-3275
Academics .................................................................Christine Koniezny .................................................................410-649-3253
Student Life .................................................................Bill Ball .................................................................410-649-3354
International Students .................................................................Bill Ball .................................................................410-649-3354
Admission .................................................................Paula Easton .................................................................410-649-3312
Alumni .................................................................Christine Pappas .................................................................410-649-3205
Athletics .................................................................Kara Carlin .................................................................410-649-3212
.................................................................Ken Zalis .................................................................410-649-3232
Books/Supplies .................................................................Susan Pfaff .................................................................410-649-3235
Business/Billing .................................................................Breyana Jimenez .................................................................410-649-3203
College Counseling .................................................................Sarah Carter .................................................................410-649-3254
.................................................................Darryl Tiggle .................................................................410-649-3256
.................................................................Jessica Monterastelli .................................................................410-649-3355
Community Partnerships .................................................................Cristina Saenz de Tejada .................................................................410-649-3252
Counseling .................................................................Amy Melchin .................................................................410-649-3272
Development .................................................................Development Office .................................................................410-649-3206
Financial Aid .................................................................Admissions Office .................................................................410-649-3211
Game Information .................................................................410-649-3262
Grade Deans .................................................................9th Grade: Christine Saudek .................................................................410-649-3252
.................................................................10th Grade: Ken Fowler .................................................................410-649-3252
.................................................................11th Grade: TBD .................................................................410-649-3252
.................................................................12th Grade: Jon Garman .................................................................410-649-3288
Health/Medical .................................................................Lynne Anonye, RN .................................................................410-649-3243
Learning Issues/Tutoring .................................................................Schoen Oakes .................................................................410-649-3293
Report Cards .................................................................Upper School Registrar .................................................................410-649-3259
NOTE: For both the weather and events, we would prefer that you use our website: www.friendsbalt.org. In emergencies it is updated at the same time our phone messages are. E-mail is used by all faculty, staff and administrators in the Upper School. The e-mail addresses use the following format: firstinitiallastname@friendsbalt.org

College Board No. 210-090

IV. Student and Community Life

ADVISORY AND STUDENT SUPPORT

High School students build relationships with their peers and teachers through a variety of formal and informal interactions. Outside the classroom, students have access to their academic advisor, Grade Deans/Assistant Grade Deans, club advisors, counselors, coaches, and other supportive adults with whom they share interests and common endeavors.

Primary among these adults is the student’s Advisor, with whom they “travel” through their entire time in the Upper School. The purpose of advisors is to aid students so that these four years are as meaningful as possible. During free time, advisors are always ready to discuss academic concerns and personal matters with each advisee, as well as issues such as pace of life, studying for exams, and whatever the topic of the day is in advisor group. Faculty advisors also meet regularly with students, distribute their quarter and semester grades, and help them select their course of study for the following academic year. The faculty advisors are as supportive and helpful as possible. Students meet with their faculty advisor every Day 1, 6, and 8.

Each student also works with the Grade Dean and Assistant Grade Dean, whose main role is to review and supervise the overall progress of the students in the specific grade. Grade Deans also act as liaisons between parents and the school.

The Grade Deans and Assistant Grade Deans are:
- Ninth Grade: Christine Saudek and Josh Carlin
- Tenth Grade: Ken Fowler and Will Marbury
- Eleventh Grade: TBD and Travis Henschen
- Twelfth Grade: Jon Garman and Jessica Monterastelli

The Upper School Counselor is available to students and parents on a drop-in and appointment basis throughout the school day. Students see the counselor for a variety of issues, and parents should feel free to contact her as needed. For issues that can be better managed outside of school or require ongoing attention, referrals can be made to appropriate specialists and agencies.

The Director of Student Support works cooperatively with students, teachers, Grade Deans, administrators, and parents in addressing issues involving learning. The Director of Student Support oversees accommodations for those students with diagnosed disabilities, serves as liaison with tutors, and provides academic support to all constituencies as needed.
The College Counseling Office works most closely with families during the student’s junior and senior years, offering large group meetings, individual conferences and a seminar curriculum. The counselors are available to give information and advice regarding course selection, test preparation, co-curricular involvement, etc. throughout a student’s Upper School career.

LOST AND FOUND

Lost and Found items will be placed in designated bins, where they will be held for a reasonable amount of time. If not claimed, items will be sent to a local charity organization.

STUDENT GOVERNMENT AND ORGANIZATIONS

Student Senate

The Student Senate is typically made up of sixteen Senators (four from each grade) and two Co-Presidents who are selected by their classmates in the spring in accordance with regulations outlined in the Senate Constitution (Copies of the Constitution are available from the Senate Faculty Advisors).

The mission of the Student Senate is to express the opinion of the student body in matters of school interest and to act in accordance with their opinion. Further, the Senate encourages active cooperation between the students and the faculty, administration and the Board of Trustees. The Senate selects a student to serve as the representative to the Board of Trustees each year.

The Senate is also responsible for disbursing funds to student clubs and organizations. It may sponsor a major fundraising campaign each year in order to meet the fiscal needs of the student clubs. It also approves fundraising requests from individual organizations. Any class or club that plans a fundraising activity should petition the Senate. In certain circumstances, the Principal may also need to review the petition for it to be approved. No individuals or groups may run fund-raising activities for their personal gain.

Class Leaders

Co-Presidents are selected for each class every year. They work closely with Grade Deans, Assistant Grade Deans and Parent Association representatives to plan activities for the class. Presidents are required to prepare and run class meetings, organize fundraising events, and in all ways show good and positive leadership for their respective classes. Candidates should be in good academic and behavioral standing and remain so during their tenure in a leadership position.

Clubs and Student Organizations

Friends encourages every student to contribute to student life through the many and varied student clubs and organizations offered. Students, with the support and guidance of faculty advisors, plan the activities for their organizations. The clubs offered represent the wide range of our students’ interests and talents. There are service organizations (e.g., Hunger Committee, Green Club, etc.); arts groups (e.g., the Pleiades, the Quaketones, Student-run Drama, etc.); cultural and affinity organizations (e.g., Quaker Student Union, Black Awareness Club, Gender Sexuality Alliance, the Jewish Student Union, etc.); and many more. If a group of students has a common interest that is not represented in the current list of clubs offered, they may submit a proposal to the Senate to form a new club and request funding.
STUDENT FREE TIME

Off-Campus Privileges

The school offers Off-Campus Privileges to certain members of the junior and senior classes. Students with school and parental permission may leave campus during free periods ("free" means a period when a student is not scheduled for a class, meeting, or community time). Seniors are eligible for Off-Campus Privileges provided they are in good academic and behavioral standing, have no excessive tardies to school or parking violations, have completed their Community Partnership Requirement and have submitted the Off-Campus Privilege form. Juniors may be offered Off-Campus Privileges sometime after the departure of seniors for Senior Work Projects. Juniors are eligible for Off-Campus Privileges provided they are in good academic and behavioral standing, have no excessive tardies to school or parking violations, have completed their Community Partnership hours, have submitted the Off-Campus Privilege form, and fulfilled their yearly athletic requirement. Students who have gained the privilege must sign out in the main office before leaving, and sign back in upon returning to campus. Any student who does not have Off-Campus Privileges is not permitted to be off-campus without parental/guardian notification to the school beforehand. Students who violate this policy may face disciplinary action (Please see the section “Signing In and Out” for further, more specific details).

Non-Class Periods

The school expects students, except those with Off-Campus Privileges, to be at school in Upper School public areas during periods when their academic classes do not meet, including required study halls. Students may use free time to complete their assignments, receive extra help from teachers, or use the resources of the library. Students who are free first period and have no study hall must sign in by 8:15 a.m. Students free during their final period may not leave before 3:15 p.m. and must sign-out in the main office. On Days 1, 4, 6, and 8 which end with community obligations (Clubs, Extra Help, Advisory, etc), students may not leave until 3:30 p.m.

Game Playing

Students may play games such as board games and cards in the Dining Hall, outside and, with permission, in academic buildings.

SCHOOL AND PERSONAL PROPERTY

Community Property

All students are responsible for the care of the buildings and grounds and should make every effort to keep them free of litter and from signs of abuse. Lockers are considered the property of the school and may be inspected from time to time for health and safety factors and to search the personal effects of a student if the school believes there is sufficient cause for doing so. Students should make every attempt to fit all book bags, books and other belongings in the lockers.

Hallways and Other Public Areas

Students may sit in the corridors by their lockers but are discouraged from occupying both sides of the hallway. In all corridors, students can expedite the flow of traffic by promptly and courteously moving aside when people seek to pass by. Given the public nature of the school, students are encouraged to exercise discretion in the manner in which they display affection. There should be no inappropriate
displays of affection and students should not engage in private, intimate behaviors at school. Sexual contact, even if consensual, is not permitted and may be subject to disciplinary action. The Front Lobby space is to be used as an area to welcome visitors and as an entrance and exit. No personal belongings should be left in the lobby or the main office. Students may not post flyers or posters in public areas or hallways without the approval of a faculty member or club advisor.

**Personal Property Search Policy**

The School reserves the right, in its sole discretion, to question, inspect, and search any student or other person, vehicles, or property, including electronic devices, before they enter or leave School property. The School also reserves the right to conduct random searches of students, property, or vehicles if it determines that such searches are necessary for the safety, health, security or protection of the community, with or without a student’s permission. This policy also applies to students while participating in a School activity, whether or not on School premises. All personal belongings of students are subject to inspection and search by the School or its designated representatives at any time while a student is on School premises or participating in a School activity. Students may be provided a locker. Both lockers and locks are and remain at all times the property of the School and may be inspected by the School periodically without notice. Locks other than those provided by the School will be removed. These procedures are necessary for the safety, health and security of everyone at the School and the protection of members of the School community. Students are expected to cooperate in school investigations. If a student refuses to participate or cooperate at any stage of an investigation for whatever reason, including, but not limited to, pending criminal charges, the school reserves the right to take further action, including proceeding in the investigation or any ensuing school discipline without a statement from or the presence of or participation by the student.

All personal items should be kept in a locked locker. Each student is provided with a combination locker and these combinations should not be shared with other students. Students are asked to mark all belongings with their names in permanent ink. Valuables and large sums of money should not be brought to school. The school assumes no responsibility for loss or theft of books, notebooks, or other personal items that are left in the school, on school grounds, or at school overnight. Fire regulations do not allow for book bags to be left in the lobby, the corridors, in front of lockers or on the stairs. Students should carry their bags or place them inside their locker. Book bags left in the halls or other inappropriate places may be confiscated until the end of the day.

**SCHOOL STORE**

The Quaker Closet is located in the new dining hall addition, main level. The hours of operation are Monday – Thursday 9:30 a.m. – 4:00 p.m. and Friday 11:30 a.m. – 1:30 p.m. Volunteers are welcome to help staff the store. Shifts are two hours once a month.
PARKING AND DRIVING

Upper School Parking Regulations

Student parking at Friends is a privilege, not a right. Repeated offenses may result in loss of privilege and disciplinary action. All students who exercise their right to drive to school and park here also agree to the following regulations:

1. All cars must be registered with the Maintenance Department. This may be done by filling out a registration form from the Upper School Front Office. Numbered stickers in appropriate colors will be issued and placed on the back window or rear bumper of the driver’s side.
2. All students must park in designated spots in the Lawndale parking lot. Students must fill the designated parking spots in the Lawndale lot before parking in approved spots on the Lawndale Avenue.
3. Students are not allowed to return to their vehicles during the school day (8:00am-3:30pm), unless they have off-campus privileges or are given approval from the Dean of Student Life, Grade Dean, or Upper School Office.
4. Parking on public streets near the school or any other location other than the student lot is not permitted.
5. Traffic tickets will be issued for cars that are not registered as well as those parked in the wrong area in and around school property. A $25 fine will be charged.
6. Student cars must remain in the designated lots from 7:30 a.m. until 5:30 p.m. Visitor spaces are available only after 5:30 p.m.
7. Juniors and seniors may register their cars and park in the Lawndale lot at any time in the academic year. Sophomores may register their cars and park in the Lawndale lot starting May 1st of their sophomore year. Sophomores may not drive to school or park at the school until May 1st, unless given permission by the US administration.
8. To ensure the safety of our community, students may not be dropped off in the Upper School faculty lot. Failure to adhere to this will result in a disciplinary minor for the student.

Use of Automobiles to Friends School Athletic Events

Friends School provides transportation for athletes to all scheduled interscholastic contests and scrimmages. Students are required to use this transportation going to and from all games, unless they have permission from their parents and coach to alter this policy. Should a student have parental permission to provide their own transportation, it must be understood that they will transport no other team members or Friends School students to or from the activity without specific permission from the Athletic Department and parents by completing and submitting the required form to do so.
UPPER SCHOOL DANCE POLICY

Each year, Friends sponsors a variety of student dances. Dances are chaperoned by Upper School faculty and administrators. A primary objective of dances at Friends School is to provide a fun, safe and enjoyable environment for students. Courtesy and respect are expected at all times and student behavior will be monitored at all times.

Entrance and Exit

- Dances are typically held from 8:00 p.m. to 11:00 p.m. Students must arrive before 9:00 p.m. Students will be asked to sign in, thereby signaling their agreement to abide by Friends School Policies.
- Students will not be allowed to leave the dance until 10:30 p.m. No loitering will be allowed on the school grounds or in the parking lots. Students who need to leave the dance for whatever reason and intend to return must have a chaperone escort. (For example, if a student needs to get something from their car.)

Guests

- Students who wish to bring guests must fill out the online link that is provided by the school before 3:30 p.m. the day before the dance. This form gathers information about both the host student and guest and must be completed on time for the guest to attend.
- Guests must arrive with their Friends School host and must present a student I.D. when they sign in.
- Students are responsible for ensuring that their guests understand the Friends School Dance Policies.
- If either a student or their guest violates Friends School’s Policies and is asked to leave, both student and guest will be required to leave.

Dress

- Students should consider and adhere to the Dress Code queries in choosing attire for dances.

Dancing

- Students are expected to bring their best selves to dances and to their dancing.
- Dancing should represent a positive expression of one’s self.
- The expectation is that the act of dancing in community promotes a joyful sense of well-being. If a student demonstrates behavior through dance that is aggressive, not consensual, or exploits the community well-being in any way, a faculty chaperone will intervene; if the student does not correct the behavior, they will be asked to leave.

Alcohol and other Drugs at Dances

- The School’s Substance Use Policy applies.
- If a student is suspected to be under the influence of substances, faculty chaperones will intervene. If, in the estimation of the chaperones at that time, there is reason to believe that the student is under the influence, the student will be removed from the dance and parents will be called to pick them up, with disciplinary consequences likely to follow.
Prom
The Junior-Senior Prom is held in the spring at a site off-campus and is also chaperoned by Upper School faculty and administrators. A committee of junior and senior students works with an administrator to plan the event. Guidelines for behavior are distributed to all juniors, seniors and their parents several weeks in advance of the event.

V. Student Health and Safety

Baltimore Independent Schools Covenant for Safety and Health

Adopted by AIMS Heads of School (Winter 2012)

We will collaborate in the continuing development of programmatic practices regarding alcohol and other drugs, including the creation and support of early intervention and peer and parent support activities.

We will work with families to help them create evening and weekend environments that are safe and positively complement our school activities.

We recognize and draw the distinction between disciplinary response to the violation of school rules and non-punitive response to general concerns raised about students who may be struggling with the abuse of alcohol and other drugs.

We agree that violation of school rules on alcohol and other drugs will lead to nothing less than suspension; return to school will usually include family and student commitment to evaluation, counseling and/or treatment.

We will support recovery, even as we confront activity.

We believe that the safety and well-being of our students, being of paramount importance, is best promoted by a strong partnership between school and home. We expect active participation and supervision by parents in preventing the use of alcohol and other illegal drugs by adolescents. We expect that parents will not serve, or allow to be served, alcohol or other illegal substances to other students.

Concussion Protocols

Friends School requires that students complete a step-by-step recovery process before resuming normal academic work, physical activity, and school life, if a concussion has been sustained. Returning to any of these activities too soon may cause concussion symptoms to return. The brain needs time to heal.

The recovery process for Upper School students is managed by the Dean of Student Life, Academic Dean, and either the School Nurse, or Certified Athletic Trainer. If a student is suspected of sustaining a concussion while at school, or during a school event, the school nurse or athletic trainer will contact the student’s parent/guardian and refer the student to a physician. If a student suffers a concussion outside of school, the school requires documentation from the treating physician, which should be shared with the Dean of Student Life, the School Nurse and the school’s Certified Athletic Trainer. The Dean of Student Life will share any suggested accommodations with the Academic Dean, student’s advisor,
grade dean, teachers and any other faculty or staff members that work with the student (coaches, counselors, etc.). Please see below for a step-by-step guide to the Upper School’s protocol:

1. If a student exhibits symptoms of a concussion, their parents are contacted and the student is referred to a physician for further evaluation and possible diagnosis.
2. Once a student is diagnosed the school requires a doctor’s note and will adhere to any recommended guidelines pertaining to academics and/or extracurricular activity.
3. Diagnosis and any recommended academic accommodations are passed to the School Nurse and/or Athletic Trainer, as well as the Dean of Student Life. When possible, the school asks that specific accommodations be outlined for classroom accommodations. The Dean of Student Life will then share accommodations with any faculty or staff members that work with the student.
4. If the student participates in interscholastic athletics, then the student, coach, and parents, via email or phone call, are informed of the school’s return to play progression policy, which aligns with current practices for concussion management. All interscholastic student-athletes are required to take a “baseline” ImPACT test before participating in interscholastic activities.
5. When a student-athlete is cleared to return to activity, they begin the following “return to play” progression under our supervision.

The “return to play” progression is as follows and progressing to the next level is dependent upon the student’s symptoms. If symptoms are experienced at any level, the student-athlete will rest for 24 hours before repeating that level. Student-athletes can only move forward if they are symptom free.

- **Day 1** Low levels of physical exertion-usually riding the stationary bike for 20 minutes
- **Day 2** Moderate levels of physical exertion-usually jogging a mile followed by light weight lifting
- **Day 3** Heavy non-contact physical exertion-usually sprinting and some weight lifting, followed by non-contact drills at practice
- **Day 4** Full Contact practice
- **Day 5** Game

This schedule is contingent upon the practice plan for each day. Each step needs to be completed to accurately assess a student-athlete’s ability and readiness to return to full activity. If a student-athlete is up to the full contact practice, but there is no contact at practice that day, they will still need to participate in a full contact practice before the final step is made.

6. The student-athlete will take a follow up ImPACT test as long as they have remained symptom free after day 1 or 2. Their baseline and follow up results will be shared with their physician if it has been requested.

**POWER-BASED PERSONAL VIOLENCE & SEXUAL MISCONDUCT**

**Overview**

Friends School of Baltimore is committed to maintaining an environment for all members of the community that is free from all forms of harassment, bullying, and violence. All forms of power-based personal violence and sexual misconduct are expressly prohibited. The School does not tolerate harassment or bullying of individuals based on age, color, creed, intellectual or physical ability, nationality, race, religion, sex, gender identity, sexual orientation or on the basis of any other condition or characteristic protected by federal, state or local law.
Power-based personal violence has a primary motivator: assertion of power, control or intimidation in order to harm another. This includes relationship and partner violence, rape and sexual assault, stalking, and other uses of force, threat, intimidation, or harassment of an individual. It also includes the use of alcohol or drugs to commit any of these acts. These acts can be committed by strangers, friends, acquaintances, intimate partners, or other persons.

“Power-based personal violence” is a broad term and we use it to recognize that this kind of violence can happen to people in many kinds of relationships, including: friendships; intimate relationships; interactions with strangers; and others. “Power-based personal violence” is an inclusive term, though it is sometimes used interchangeably with “sexual violence” or “sexual misconduct.” The School uses the term to refer to the broad scope of power-based and sexual misconduct.

Power-based personal violence on behalf of any member of the School’s community is considered serious misconduct and will be subject to disciplinary action, including expulsion if warranted. When power-based personal violence is brought to the attention of the School, the School will take action to address its effects, prevent its recurrence, and end the violence. Disclosures of power-based personal violence are taken seriously in alignment with a survivor centered approach.

Power-based personal violence disclosures are separate from child sexual abuse disclosures that come to the attention of any school employee. There are mandated legal requirements the School must engage in when child abuse, child neglect and child sexual abuse are disclosed.

Important Terms & Definitions

Please note that some of these terms are used interchangeably by people when referring to types of power-based personal violence.

Bullying - The harm of another or others through physical violence, threats of physical violence, physical or verbal intimidation, and/or purposeful interference with another’s activities or property. Bullying may also manifest as verbal abuse, taunts, threats, use of inappropriate language, and the continued, mean-spirited exclusion or snubbing of others, as well as negative gossip about others. A bully may be the person who engages in these activities against another, or one who compels someone else to engage in these activities aimed at another.

PLEASE NOTE: The process for disclosing bullying and responding to bullying will likely be different than for gender-based violence. Confidentiality for survivors of bullying is not necessarily implied, and parents and school administrators will likely be involved to facilitate restoration or to discern whether other discipline will be pursued.

Bystander Intervention - A philosophy for prevention of various types of violence, including power-based personal violence. This approach discourages victim blaming, offers the chance to change social norms, and allows for intervention on behalf of those who have taken notice of the violence.

Empowered Bystander - Someone who identifies, speaks out about or seeks to engage others in responding to specific acts of violence, behaviors or attitudes that contribute to violence. Examples of empowered bystander involvement include: challenging sexist remarks or jokes that condone violence; intervening in potentially concerning situations; challenging norms and attitudes that perpetuate violence in the community; believing survivors

Passive Bystander - A person who observes an act of violence or other offensive behavior and fails to act because they might not know what to do, think others will act, or be afraid to do something
**Consent** - Someone freely agrees to do something. When it comes to any type of sexual behavior it needs to be clear that both people want to interact in that way. If a person does not ask and the other does not say yes, then there is not consent and what one is doing may be power-based personal violence.

**Person who offended or caused harm** - Person who, through their behavior, establishes or maintains power and control over another person in a relationship. This term can apply to someone who commits power-based personal violence or abuse even if they are not in an intimate relationship with a survivor.

**Sexting** - Sending sexually explicit photos, images, text messages, or emails by using a cell phone or other mobile or electronic device.

**Sexual Assault** - Nonconsensual sexual contact including rape, attempted rape, sexual battery, unwelcome touching of a sexual nature, or other sexual activity that occurs without valid consent.

**Sexual Harassment** - Can include any of the following behaviors:

- Unwelcome sexual advances, requests for sexual favors, and other visual, verbal or physical contact of a sexual nature when the conduct limits a person’s ability to participate in FSB’s educational or community programs by creating a hostile environment.

- Unwelcome sexual advances, requests for sexual favors, and other visual, verbal or physical contact of a sexual nature when submission to such conduct is made either explicitly or implicitly a condition of an individual’s education or participation in a school related activity.

- Conduct of a sexual nature, which reasonable people would be expected to have the effect of threatening or intimidating the person at whom the conduct is directed.

Examples of sexual harassment include but are not limited to: physical assault, including any non-consensual sexual relations; sexual advances; sexual jokes, remarks, whistling; recording others in sexual circumstances and forwarding or threatening to forward the material; making suggestive remarks about a person’s sexual orientation; making degrading remarks; displaying sexually offensive objects, pictures or messages.

**Sexual Violence** - Refers to physical sexual acts perpetrated against a person’s will or where a person is incapable of giving consent. This includes rape, sexual assault, battery and sexual coercion. This violence may involve individuals who are known to each other or not.

Examples include but are not limited to: having or attempting to have sexual intercourse with someone without consent; having or attempting to have sexual intercourse with someone who is intoxicated with drugs or alcohol; or having or attempting to have sexual contact with someone without consent. Sexual contact includes kissing, touching intimate parts of another person, causing another to touch parts under clothing, or disrobing another person without permission.

**Stalking** - Stalking is conservatively defined as a course of conduct directed at a specific person that involves repeated visual or physical proximity, non-consensual communication, or verbal, written, or implied threats, or a combination thereof, that would cause a reasonable person fear or emotional distress. Stalking behaviors also may include persistent patterns of leaving or sending the victim unwanted items or presents that may range from seemingly romantic to bizarre, following or laying in wait for the victim, damaging or threatening to damage the victim’s property, defaming the victim’s character, or harassing the victim via the Internet by posting personal information or spreading rumors about the victim.
**Survivor/Victim** - Terms for people who have experienced power-based personal violence or sexual violence. People may use these terms interchangeably for themselves or prefer one to the other.

**Survivor Centered Approach/Care** - All those who respond to power-based personal violence prioritize the rights, needs, and wishes of the survivor. This applies the human rights-based approach to designing and developing programming that ensures that survivors’ rights and needs are first and foremost. The survivor has a right to:

- be treated with dignity and respect instead of being exposed to victim-blaming attitudes
- choose the course of action in dealing with the violence instead of feeling powerless
- privacy and confidentiality instead of exposure
- non-discrimination instead of discrimination based on gender, age, race, ethnicity, ability, sexual orientation or any other characteristic
- receive comprehensive information to help make their own decision instead of being told what to do

**Disclosing Power-Based Personal Violence**

Disclosures of power-based personal violence are taken seriously and with the care of the survivors as the priority, along with the safety of the school community.

Any student who believes they are or have been harmed by power-based personal violence can seek help from an adult, such as a caregiver or a trusted school employee like as a teacher, Principal, the school nurse or the school counselor. A survivor or bystander can also call 911 to seek immediate police assistance or emergency medical care.

*It is important to get prompt medical care at a hospital ER as soon as possible when a rape or other sexual violence has occurred.* Students can seek this assistance on their own or ask for help from a trusted adult at home or at school; a hospital visit is recommended in the immediate aftermath of sexual violence because of the special services it can provide a survivor, including protection from sexually transmitted infections (STIs).

**Confidentiality & Privacy**

The School is committed to maintaining the privacy of all individuals involved in a report of power-based personal violence to the extent possible in line with the School’s duties to take action. All those involved in a complaint or investigation, including bystanders, are expected to keep information private. FSB may be required at times to divulge information on a need-to-know basis in order to properly address the survivor’s needs, or as may be required by law or deemed necessary by the school.

Any school employee who becomes aware of possible power-based personal violence involving students is expected to report the conduct to the school Principal unless the communication is made to the school counselor operating under an obligation that requires confidentiality, and a) if the person communicating the information requests confidentiality, b) to the extent the professional obligations require the confidence be maintained and c) unless the counselor determines that some information must be divulged to protect the school community.

**Confidentiality, School Counselors & Support**

The only school employee currently operating under professional obligations to protect confidentiality is the school’s counselor. When a student discloses to the school counselor that another person has committed power-based personal violence that does not meet the definition of child sexual abuse,
which is mandated to be reported to authorities, the counselor will work with that student to assess for immediate risk of harm and need for medical attention, as well as develop a plan of care that prioritizes the needs and rights of the survivor. If a student requests confidentiality and there is no urgent risk to the survivor or community the counselor need not inform caregivers or School administrators, which is in alignment with survivor centered care.

Students’ disclosures of power-based personal violence can be held in confidence by the counselor unless there is knowledge of a specific threat of violence against an individual, or there is a serious risk to the community. If those conditions are met, then that information must be disclosed. When information must be disclosed every effort will be made to keep identifying information private. Counselors consider the risk to the School community in their duty to warn and if a member of the student community is known to have caused harm, steps can be taken to provide safety measures in the school community while still protecting the survivor’s identity (see Requests for Accommodation section below).

Any individual affected by power-based personal violence, whether as a survivor, a person who caused harm, or a bystander, will have equal access to counseling services with the school counselor, unless there is a therapeutic reason why that support should be provided by another practitioner. In those exceptional cases the school counselor will refer the person in need to a counselor in the community or in another division, or ensure that an individual has information to secure available resources.

Requests for Accommodation
Survivors of power-based personal violence may seek accommodation from the School, in alignment with survivor centered care. The Head of School, Principal, Dean of Student Life or Counselor, as a team or acting individually, will determine measures based upon individual requests.

Accommodations may include:
- Changing an individual’s academic or class schedule
- Issuing no contact requests at school or community events
- Limiting exposure to person who caused the harm
- Providing extensions for homework, tests or other assignments
- Access to tutoring
- Allowing for a leave of absence
- Other reasonable accommodations that may assist the students involved and can be made by the School

Disciplinary and Other Responsive Actions
Students found to have committed power-based personal violence are subject to disciplinary action up to and including expulsion. In situations where expulsion is not the response, among the sanctions that the School may impose include and are not limited to:

- Change of academic schedule
- Disciplinary probation
- Revocation of honors or leadership positions
- Restricting access to facilities or activities, including sports and campus organizations
- Issuing no contact order
- Suspension
• Referrals for enrollment in counseling or other supportive services in the community
• Administrative leave

Retaliation
Any retaliation or threats of retaliation, or intimidation against a person who discloses power-based personal violence is prohibited and will be subject to disciplinary action.

Retaliation means engaging in conduct that may be reasonably perceived to 1) adversely affect a person’s environment because of their good faith participation in reporting; or 2) discourage a person from making a report or participating in an investigation under this policy. Retaliation includes but is not limited to: acts or words that constitute intimidation, threats or coercion intended to pressure a person to drop or support a complaint or to provide false or misleading information in connection with an investigation; and pressuring a person to refrain from participating as a witness.

Retaliation by any person or group of people may constitute a violation of this policy even when a good faith report did not result in a finding of responsibility.

Bystander Role
FSB hopes that any person who is present, witnesses or has knowledge that power-based personal violence has occurred or is occurring will engage in empowered bystanding and will not leave the scene without intervening if safe, or alerting a caregiver, law enforcement, or other adult in authority. It is the hope that bystanders will take reasonable steps to stop any power-based personal violence from occurring to the extent that a person can do so safely. In the instance that a bystander cannot intervene safely, an empowered bystander could notify a caregiver, law enforcement, or other adult as soon as possible. A bystander can also notify a school employee of the incident. You can review RAINN and its Steps You Can Take to Prevent Sexual Assault for information on how you can be an empowered bystander.

What You Can Do Immediately After Sexual Assault

1. Call the police if you are in immediate danger or seriously injured - dial 911 from most phones, and dial 9 and then 911 from campus phones. You can also reach FSB security from campus phones by dialing 5555.

2. Call a local rape crisis & recovery center. Maryland Rape Crisis & Recovery Centers have trained hotline staff available 24 hours a day, 7 days a week to answer questions or to just listen. Your call is free and always confidential. Hotline staff can offer options and help identify what is best for you.

In Baltimore City:
TurnAround, Inc.
1800 North Charles St., Suite 404
Baltimore, MD 21201
Tel: (410) 837-7000
Hotline: 443-279-0379
www.turnaroundinc.org

In Baltimore County:
3. **Get medical attention.** Whether you have cuts and bruises or not, getting medical attention is important. Maryland offers [Maryland SAFE (Sexual Assault Forensic Exam) Hospital Programs] at various hospitals. A free exam can be completed even if you choose not to involve the police.

Baltimore City SAFE Programs:
Mercy Medical Center  
345 St. Paul Place Baltimore, MD 21202  
(410) 332-9494

Baltimore County  
Greater Baltimore Medical Center  
6701 Charles Street Baltimore, MD 21204  
(443) 849-3323

4. **Tell a trusted adult at home or at school,** who can help you get the support and care you need.

**Power-Based Personal Violence Response Plan - Overview for Students**

*Friends School of Baltimore has consulted the following resources in the development of this policy:*

- **FSB is using resources and language provided by the Maryland Coalition Against Sexual Assault.**
- **FSB is using language from Step Up! Stop Violence! Nevada for the “bystander,” “person who offended” and “survivor/victim” definitions in this policy.** [http://www.stepupstopviolence.org/sexual-violence/definitions/](http://www.stepupstopviolence.org/sexual-violence/definitions/)

- **FSB is using language endorsed by Planned Parenthood for its definition and explanation of “consent” in this policy.** [https://www.plannedparenthood.org/learn/teens/sex/all-about-consent](https://www.plannedparenthood.org/learn/teens/sex/all-about-consent)


- **FSB is using language adapted from the University of Missouri’s Relationship and Sexual Violence Prevention Center in its discussion above.** [https://rsvp.missouri.edu/get-info/power-based-personal-violence/](https://rsvp.missouri.edu/get-info/power-based-personal-violence/)
HEALTH SUITE

School Nurse
The School Nurse can be reached at (410) 649-3243. The Health Suite is located in the Lower School and is open from 7:45 a.m. until 4:00 p.m. each school day. When a student becomes ill or is injured during the day, the student should inform a teacher and go to the Health Suite for assistance. Students returning late to class from the Health Suite must obtain a pass from the nurse. In the event of serious illness or injury, the nurse will contact the student’s parent or emergency contact. Parental permission is required before a student is allowed to drive him or herself home.

Medications
All medication is dispensed in the Health Suite by the School Nurse with the exception of asthma inhalers, which may be carried by a student with the permission of their physician. Long-term daily medication requires a Physician’s order be sent or faxed to the Health Suite (FAX: (410) 649-3226). Short-term prescription medications (antibiotics, etc.) should be sent to the Nurse in the original container accompanied by a note explaining the reason for the medication. Limited over-the-counter medications are available at the Health Suite and will be dispensed, provided that parents have given permission by checking the appropriate space on the Emergency Information form sent with enrollment contracts. No medication can be given without written permission.

SECURITY
In order to maintain a safe community for all, please note the following:

1. The exterior doors to the Upper School buildings are locked and accessible by key card or keypad during the hours of 7:20 a.m. and 4:30 p.m. After 4:15 p.m., students must vacate all Upper School halls and classrooms (unless given express permission or supervised by a teacher). Students may use the library until 5:30 p.m., the gym lobby and/or the Dining Hall until 6:00 p.m. There will be no access on weekends or holidays without specific permission and adult supervision.

2. Should a student encounter difficulty on campus, they should go immediately TO THE NEAREST OFFICE staffed by faculty/staff. This might be the Maintenance Office, the Gym Office, the Upper, Middle or Lower School Offices or the Business Office. It is more important for a student to go to the nearest office than to go to their home divisional office.

3. Students are encouraged to leave their belongings in monitored or locked locations. This is important before and after school as well as during the academic day.

4. Friends conducts fire and other safety drills on a regular basis in order to instruct students on proper safety procedures in the event of an emergency. All students are to follow instructions from the adults in charge and exit buildings quietly and safely.

5. Being in possession of any school keys or key cards that are not your own or having knowledge of other students in possession of such items and failure to notify an adult are safety issues and are considered serious violations, and may result in disciplinary action.

6. Accessing any unauthorized spaces on campus (roofs, locked bathrooms, vacant classrooms, etc) are safety issues and considered violations, and may result in disciplinary action.
7. The School operates security cameras directed at exterior parking lots, buildings, walkways, entrances and exits. The School reserves the right to utilize live or recorded footage in investigations or in monitoring the safety of school operations.

Visitors to School

Any student visitor to campus must be accompanied by a current student at all times. The visitor must have permission from the Dean of Student Life or the Grade Dean and be registered with the office in advance of the visit; forms to register a guest are available from the Dean of Student Life’s office. On the day of the visit, the visitor must report to the office to obtain a Visitor’s badge. Other than registered visitors, non-Friends School students are not permitted on campus during the academic day. All other visitors to campus must report to the Upper School Office to sign in. All members of the Friends School community are encouraged to go to the nearest office and report any visitors they see on campus or in the buildings who do not have visible badges.

VI. Community Expectations

DISCIPLINE

Respect, responsibility, and empathy are foundational to Friends School of Baltimore’s living out the Quaker testimony of Community. Therefore, the School reserves the right to discipline any student at any time for violation of rules, policies, community standards, or whose behavior has a negative influence on the community. Such discipline may include, but is not limited to, the loss of privileges, limitations on participation in the non-academic program, detention, suspension, dismissal, or any other responsive action that the School deems most appropriate to the situation. Although most situations involving violations of our community standards will be handled through the Office of the Dean of Student Life and/or the Student Faculty Discipline Committee, the School has the sole discretion to respond to violations outside of the SFDC process.

Student Faculty Discipline Committee

The Student/Faculty Discipline Committee will convene at the request of the Principal to address serious disciplinary issues. The committee is comprised of the appropriate Grade Dean, three faculty members, the Director of Diversity, Equity and Social Justice (or a representative appointed to serve by that individual), a faculty/staff member chosen by the student who is going before the committee, and student representatives who have been selected by their peers. If any member of the committee is directly involved in the case or knows in advance that they will be unavailable for any portion of the hearing, that individual will not serve and will be replaced for that hearing. Each hearing will be clerked by the senior faculty member. The student, their parents, and the student’s advisor can be present at the gathering.

Specific procedures for the hearings have been established and are available upon request from the Dean of Student Life. In a hearing, the clerk presents a summary of the incident, after which the committee is allowed to ask the student clarifying questions, and the student and parents are then given the opportunity to speak before the committee. If a student has repeatedly violated school rules that have necessitated action by the Principal or hearings of the Student/Faculty Discipline Committee, then previous disciplinary cases may be used in the deliberation of consequences for any case.
After consensus regarding disciplinary action has been reached, the clerk and two senior student committee members will present the committee’s recommendation to the Upper School Principal. Should the Principal be unavailable, the Head of School will review the recommendation. The Principal may accept, modify, or reject the recommendation from the committee. If the Principal modifies or rejects the recommendation, they will meet with the committee to explain why. The committee will then re-convene and reach consensus again. Once the recommendation is accepted by the Principal, the Principal will relay the results to the family. The family may appeal the decision to the Head of School within 24 hours, but the decision of the Head of School will be final and binding. The school reserves the right to determine that the administration and not the Student/Faculty Discipline Committee will handle a case.

**Detention**

There are two types of detentions in the Upper School. Most detentions are served either Friday afternoons or Saturday mornings. The serving of detention is non-negotiable; students will miss whatever activity might be scheduled (rehearsals, athletics, jobs, etc). Students will be informed of their detention prior to serving.

Typically, detentions for any 3 minors or minor behavioral offenses are served on designated afternoons (typically Thursday or Friday afternoons) for one hour from 3:35 p.m.–4:35 p.m. If a student repeatedly misses serving a 1-hour detention they may be assigned a Saturday detention. Detentions for major offenses are served on designated Saturday mornings (see school calendar) from 9:00 a.m.–11:00 a.m. Saturday detentions are given to students whose actions Faculty believe interfere with a respectful learning environment and valued community standards. If a student misses a Saturday detention they may be assigned an In-School Suspension. Students who have a pattern of earning detentions or show a pattern of missing or rescheduling detentions may require further disciplinary action or go before the Student Faculty Discipline Committee.

Examples of MINOR and MAJOR offenses that would result in a detention:

**MINOR/Friday**
- Gum, food, drink in buildings
- Inappropriate use of technology
- 5 tardies to School

**MAJOR/Saturday**
- Cutting class
- Cutting Meeting for Worship or Collection
- Excessive behavioral issues
- Excessive lateness to school Parking violations

**In-School Suspension**
- Off-campus without proper permission

**Detention Appeals**

If a student feels that the decision made by an administrator or teacher on a routine disciplinary matter (i.e. not involving the Student/Faculty Discipline Committee) has been unfair, they can appeal to the Dean of Student Life and a Grade Dean, who will make the final decision. The appeal must be made prior to the day the detention is to be served.

**Behavior Probation**

Students may be placed on Probation by decision of the entire Upper School faculty, the Administration, or the Student Faculty Discipline Committee.

**Suspension**

Offenses that could result in suspension may be recommended by the Principal to be reviewed by the Student/Faculty Discipline Committee. During suspensions students are still responsible for all missed
work. They are responsible for contacting their teachers for the assignments and must have all work completed upon return (Late penalties may apply.) These days are considered unexcused absences from school. Teachers are not required to re-teach material that was missed during the student’s time away from school, and students are not eligible to participate in or attend co-curricular or extra-curricular activities.

Administrative Leave

Sometimes issues may arise during the course of a student’s time in the Upper School that interfere with the student’s ability to engage constructively during the school day. In addition, there may be times when the school needs to gather information regarding an alleged act without a student’s presence on campus. In these cases, the school reserves the right in its sole discretion to allow for a student(s) to be placed on, or request, an Administrative Leave. During this time away from school, the student normally will remain in good standing, while the student’s family, the school, and/or outside parties work to address the issue(s) in question; however, there may be circumstances which cause the School to determine that the student is not in good standing. The Upper School Principal will determine all Administrative Leaves. The student and family will work with the Dean of Student Life, Academic Dean, or Director of Student Support and other necessary staff to stay current on coursework until the student is able to return to school.

Expulsion

Occasionally expulsion of a student from the community is necessary. As more fully specified in the Enrollment Agreement, if the school in its sole discretion and judgment feels that it can no longer continue working with a student either because of repeated violations of rules, or a serious infraction of the community standards of behavior, they can be expelled at any time. If a student is expelled from Friends School or withdraws for disciplinary reasons they may not return to campus or participate in school events for a period of at least one year, or longer if so notified, without the written permission of the Head of School.

Policy on College Applications and Reporting Disciplinary Infractions to Colleges

As an institution philosophically grounded in Quaker tenets of integrity, honesty, truth, and trust, Friends School expects that students will answer all questions on school or college applications truthfully, including those dealing with disciplinary issues. If asked by an admissions office about information on an application, Friends School personnel will answer those questions honestly, and to the best of their knowledge. If a disciplinary matter occurs after an application has been submitted, it is expected that students will inform colleges or secondary schools of any resulting change in their status, including the loss of a leadership position, or suspension or dismissal from school via email to the appropriate college and cc’ing the student’s Friends School college counselor. In the case of students applying to college, the College Counseling Office will work closely with the student to present the relevant information in a mature, clear, and responsible way, and will also submit a letter corroborating the information, and indicating the school’s continued support for the student, and their application, as appropriate. All expulsions will be reported to colleges and secondary schools to which a student has applied.
Publicizing Disciplinary Responses

The school community may be informed about any aspect of a disciplinary matter when, in the sole judgement of the Head of School, it is deemed appropriate to help further the educational mission and/or health and safety of the school community.

DRESS CODE

The purpose of the dress code is to express our commitment to the balance between community values and individuals’ self-expression, and to help our community and the individuals therein to navigate this balance. The dress code and our clothing choices should support our shared work. All students and faculty should be able to see the dress code as a consistent expression of our community’s values.

Practice of the dress code should encourage mindfulness, rather than heighten students’ self-consciousness about how others judge them. The dress code should encourage students to identify ways in which their clothing supports their learning and help to foster students’ self-expression within a community of learners. Specific guidelines in the dress code provide a community-wide framework to complement individual self-expression. Dress code is designed to be universal, holding the same standards for all students, regardless of age, socioeconomic status, ability, religion, race, gender identity and expression, body type, and other aspects of identity. Responsibility for dressing according to these guidelines rests with the students and their parents.

Queries related to my responsibility to my community:

Each of us participates in multiple communities, including our families, neighborhoods, faith communities, and others, as well as our school community. The School community includes students of all ages, faculty, staff, and parents in every division. In a spirit of hospitality, our community also includes visitors such as Collection speakers, alumni, prospective families, and more.

- How are my clothing choices likely to either positively or negatively impact others?
- To what extent are my clothing choices appropriate for a multigenerational and multicultural school community with small children, young adults, adults, and older people? *(Foul language, references to banned substances, sexual references, and other clothing choices that might be inappropriate for a small child’s viewing are prohibited.)*
- Do my clothing choices divide, hurt, demean, or discriminate in any way? *(Overtly hateful language and images are prohibited.)*
- How do my clothes help to support the School’s emphasis on simplicity? Have I helped to support a community where students are not competing to show off wealth?
- How do my clothes support Friends School’s peace testimony? *(Camouflage and words and images that promote violence are prohibited.)*
- How do I respect and support other members of the community in their clothing choices?

Queries related to my responsibility to myself:

- How do my clothes express my identity today?
- How well do my clothes reflect what I want others to think of me?
- Will my clothing choices allow me to fully participate in my education? Will I be able to sit on the floor or on the ground outside comfortably and generally focus on my studies, rather than my clothing?
- Some special events at school and some trips off campus might have different dress requirements to enable full participation. Have I dressed in a way that is in accord with the occasion?
● Does my clothing meet health code and common sense safety requirements? (Shoes are required at all times; in science labs and in the MakerSpace, closed toe shoes are required.)

*Enforcement:*

When a faculty or staff member believes that a student is not adhering to our guidelines for dress, that adult may invite the student to a discussion about the concern; the discussion should be guided by the School’s Statement of Respect and the queries listed above. The adult and student will pursue understanding together, both open to the other’s perspective.

At the end of the conversation, the faculty or staff member may document the conversation via an official note in *myFriends*. These notes are not necessarily disciplinary in nature; they could be quite positive ways of documenting mutual learning on the part of the teacher and student. Still, they may record directives for students to avoid a certain clothing choice in the future. These official notes go to the Grade Dean, as well as the student; they may also go to the student’s advisor and parent. Multiple notes related to dress code may result in disciplinary action. Students who dress in violation of the few prohibitions on the dress code may be asked to change clothes immediately, and/or may face disciplinary action.

**STANDARDS OF BEHAVIOR**

Friends School values positive and honorable behavior as a goal in itself and as a means to provide an environment conducive for working and learning. We strive to instill Quaker values, and the values of good citizenship in everything we do and in every venue. In a community such as Friends, it is necessary to have an established set of community standards to ensure safety, fairness, and respect for others. These standards emanate from the faculty, are implemented and reviewed by the administration, and need to be supported by all members of the community. The following guidelines are not meant to be exhaustive, but we list these to promote a common understanding and respect for our values. The Friends School community expects everyone to behave in a manner consistent with the mission and philosophy of the School.

**STUDENT POLICIES**

**Food and Beverages**

All food and beverages must remain in the Dining Hall or outside. Food may not be taken from the Dining Hall or brought in from outside to be eaten anywhere in the school buildings. Exceptions are made in the case of faculty-supervised meetings or supervised after-school activities. Eating or drinking in the hallways is never allowed during or after school. Students may not order take-out food to be delivered to campus, except with the approval of a faculty member or club advisor for a planned activity.

**Loss of Personal Property**

Students should show respect for others’ property. Everything at school belongs to someone, whether to an individual or to the community; therefore, students are expected to respect all property and never to damage, take, or “borrow” anything without permission of the owner. Violations of the above statement, as reported, may result in review by the Student/Faculty Discipline Committee.
Misrepresentation/Lying

The Friends School community values trust and honesty. Therefore, misrepresentation or lying of any nature is deemed a violation of that trust and may be reviewed by the Student/Faculty Discipline Committee.

Off Campus Housing

Friends School students, regardless of age, are prohibited from maintaining permanent or temporary residency independent from their parents or caregivers. Under no circumstances will Friends School students be permitted to lease, rent, use, or occupy any type of independent off campus living accommodation for any period of time during the school year. “Independent off campus living accommodation” means a house, apartment, hotel room, townhome, or condominium that does not have a parent or caregiver present while the student is using that living accommodation. Students must either live with their parents, their legal guardians, or designated host family in connection with Friends School. The legal residence must be where the parent or caregiver resides on a full time basis.

Out-of-School and Off-Campus Behavior

All Friends School students are expected to be responsible representatives of the School at all times whether they are on or off campus and whether school is in session or not. This expectation includes students’ behavior in the electronic world. Student behavior that adversely affects the school community or reputation will not be condoned, and may result in disciplinary action up to and including dismissal from Friends. We care deeply about the quality of our community and recognize that what happens off campus impacts the sense of community on campus. You are always a Friends School student or family and are expected to act at all times in a way that is consistent with our guidelines for on-campus behavior. We reserve the right to bring together in dialogue students and families whose out-of-school and/or off-campus interactions have impacted the on-campus community, or endangers the health or safety of themselves or others.

Physical Violence

Physical violence of any sort is subject to disciplinary action.

Student E-mail

E-mail is an official method of communication in the Upper School. Students are expected to check their e-mail on a daily basis.

Student Smoking Policy

Friends School is a smoke-free campus. Possession or use of tobacco products by students on campus or in an area peripheral to the campus is cause for disciplinary action. Possession or use of tobacco products is not allowed at social or other events sponsored by the School, whether the event is held on or off campus.
Substance Use Policy
The possession, sale, distribution or use by students of controlled substances, including alcohol and nicotine or tobacco products, or related paraphernalia on campus or at any school sponsored event, on or off campus, may be cause for review by the Student/Faculty Discipline Committee with the possibility of suspension or expulsion. Students traveling abroad are required to adhere to this policy regardless of local regulations.

Turning Eighteen
As a condition of continued enrollment, students and/or parents/caregivers agree that when any student turns 18 while enrolled at the school, the school shall have the right to communicate with parents/caregivers regarding any matter whatsoever regarding the student including, but not limited to, academics, discipline, medical issues, mental health, behavior, conduct, social or educational matters in the best interests of the student or the greater school community. Once a student turns 18, the student and parent/caregiver will receive a reminder about this obligation as well as the overall obligation that the student agrees to abide by the Upper School Handbook and the policies contained herein. If a student refuses to agree to these conditions of continued enrollment, the student may be asked to withdraw.

Use of Pedestrian Conveyance
While the school is a proponent of students travelling to campus each day via transportation that is self-propelled, students are not permitted to use bicycles, skateboards, scooters, roller blades, or any other self-propelled vehicles while at school (this includes any of the aforementioned items that are electronically propelled). Students should park or store these items in the designated areas and only use them to enter or leave campus. Any student renting/using one of these vehicles that is available via an online (or in any other form) platform to people outside of the Friends School community must leave the vehicle at the perimeter of school grounds, off campus.

Weapons
Possession of knives, firearms, lighters, explosives or any other object used or construed as a weapon on school property or at school events may result in immediate disciplinary action, the severity of which will be determined by the Student/Faculty Disciplinary Committee and/or administration.

ADDITIONAL STUDENT POLICIES FOR INTERNATIONAL STUDENTS

International Student Off-Campus Behavior
An international student at Friends School of Baltimore is expected to act at all times in a way that is consistent with on-campus behavior. This includes various living situations such as dormitories or host families. If a student’s behavior violates our community standards we reserve the right to use our traditional disciplinary process. The International Student Coordinator maintains a dialogue with these residential advisors or host families to ensure that the international students consistently follow our guidelines.

International Student Community Partnership Expectations
All international students must complete 10 hours of community partnership for each year they attend Friends School of Baltimore. The community service must be fulfilled through local organizations. It is
expected that the student completes a minimum of 10 hours at the end of each academic year. To learn about school sponsored community partnership opportunities please see either the Community Partnership Coordinator or the International Student Coordinator.

International Student Travel Policy

In order to effectively update residency visas and/or I-20 forms, the International Student Coordinator needs to know when an international student travels outside the state of Maryland. If an international student decides to travel at any point in the calendar year, they must inform the International Student Coordinator no less than one week prior to the planned trip.

TECHNOLOGY POLICIES

Technology Responsible Use Policy for Grades PK-12

Friends School believes it is important to provide technology resources for students to use during the academic day and otherwise for school-related purposes. In return we expect that all members of our community will use these resources in a responsible, appropriate and legal manner and in accordance with our principles and values. Student access to and use of technology resources provided by the School is a privilege; not a right. We reserve the right to monitor student access to and use of the School’s technology resources, students and parents are advised that access to and use of technology resources is not private and is subject to review and monitoring by the School in its sole discretion.

This document outlines policies related to the access to and use of technology resources whether provided by the School to students or personal technology resources brought onto campus. As used in this policy, “technology resources” includes all computer and Internet networks; computer equipment, including desktops, laptops, peripherals (such as cables, cords, headsets, mice and keyboards); any other media equipment; mobile devices (including those provided in connection with the 1:1 Program), email accounts, network databases and storage areas, and any other technology resources available for access and/or use on the campus.

Parents/guardians are responsible for supporting the school’s standards that children should follow when using Internet resources. The School is not liable for any information that may be lost, damaged, or unavailable due to technical difficulties, or is deleted by the School, nor is it responsible for any unauthorized downloading or purchase of products or services.

General Responsible Use Policies

1. Friends School technology resources are for academic use during the school day, and are made available to students on an “as needed” and “as available” basis.
2. Other than the Upper School 1:1 Chromebook program, students may not remove technology resources from campus without permission from the Librarian, Technology Integrator/Educator, or Director of Academic Technology.
3. Students are individually responsible and liable for maintaining the confidentiality of their assigned passwords and access codes and agree not to disclose them or allow any other person (even other students) to use them or attempt to circumvent the School’s security system. Students are responsible for all activities conducted under their account and password and you are responsible for the activities of anyone to whom you disclosed your passwords and/or access codes, and for everything that happens during any session identified as a particular student’s session. When leaving the computer, you must exit all applications and log out from your account.
4. Every student has a personal data storage area provided by the School. This storage may be located on the School’s network or in a cloud-based storage system. Data stored on either system should be limited solely to academic purposes or authorized school activities. No games, software, graphic/audio files or any other data that is not being used for an academic purpose should be used or stored on the School’s network or school-provided cloud-based storage.

5. All students will receive a Friends School email account. Friends School email should be used for all academic work requiring email access, and only for legitimate and responsible communication between students, faculty and the outside world. Hate mail, harassing, discriminatory or otherwise objectionable remarks and other antisocial behaviors are prohibited. Use of the School’s technology resources is for academic purposes.

6. Students may only access the information that belongs to them, or that which they have been given permission to use by the owner.

7. Malicious use of the network to download, store or develop programs that embarrass, harass or are otherwise objectionable to other users or infiltrate or overburden a computer or computing system and/or damage the software components of a computer or computing system is prohibited.

8. Students who bring personal technology devices may not connect them to the School’s wireless network, access network jacks, wireless access points or any other devices other than public wifi (if available). Students’ personal computers and other mobile devices are to be used for academic purposes. No printing facilities are available for personal devices.

9. When accessing the Internet through the network or individual accounts, students are expected to demonstrate conduct including the use of polite language, respecting both the privacy and the rights of others. Use of technology resources is only for legal activities. Examples of inappropriate use are:
   - Placing of unlawful information on a system.
   - Use of abusive or otherwise objectionable language in either public or private messages.
   - Intentionally searching for or visiting of sites that are inappropriate or illegal by law or by age.
   - Using the School’s technology resources to access, purchase or download any products or services (for example running a personal business) that would potentially subject the School to liability or the School’s technology resources to viruses, malicious code, back doors or other routines designed to harm those resources.

10. The School reserves the right in its sole discretion to review your email, computer storage files, any use of the School’s technology resources, and any personal technology resources brought on campus. The School reserves the right, in its sole discretion, to restrict access to websites and other locations in which school email addresses are required for access.

11. If a student has a documented learning difference on file with the school that permits the use of a personal laptop, the student and family should apply for this accommodation through the divisional Learning Specialist or Director of Student Support.

12. Upper School Students are expected to comply with any additional rules and policies specifically associated with Chromebook use under the 1:1 Program.

Copyright and Plagiarism Policy

1. Students must respect the rights of copyright owners, accepting responsibility for keeping copyrighted software from entering the school via the Internet. Students may not download games, music, graphics, videos or similar materials at any time or any text materials that are protected under copyright law. Students unsure of their right to access such materials should
err on the side of caution and ask for guidance from the Librarian or Director of Academic Technology before taking any action.

2. Plagiarism is "the taking of ideas, writings and/or intellectual property of others and presenting them as if they were yours," and is unacceptable and violates School policy. Students may not post, distribute, or use without permission material that was created by someone else and are responsible for all such activities that occur through their accounts or passwords.
Electronic Devices Policy (Lower School)

Students in the Lower School may not bring cell phones, electronic games, MP3 players or any other electronic devices to campus or on field trips or camping trips. We do understand that some of our older students may walk to school and for safety reasons, may have a cell phone. If this is the case, please contact Assistant Principal, Cynthia Barney, at cbarney@friendsbalt.org and talk to her about this.

Electronic Devices Policy (Middle School)

No cell phones or electronic devices may be turned on or used while a student is on campus and under school personnel supervision (this includes the academic day and extended day) without permission from a teacher or staff member. Students who have these devices are to store them in their lockers. A violation of this policy will result in the confiscation of the cell phone or electronic device only to be returned to the parent. Parents and students are reminded that students have ready access to a phone outside the middle school office.

Electronic Devices Policy (Upper School)

1. Electronic devices of any sort may not be on, visible, or used during Meeting for Worship or Collection, or any kind of assembly except with the School’s permission.
2. Students may not use laptop computers or other personal electronic devices for non-academic purposes such as gaming or watching movies during the school day (8:00 a.m.-3:30 p.m.).
3. Cellular phones may not be on, visible or used during class time, Meeting for Worship, Collection or assembly without the School’s permission between the hours of 8:00 a.m. and 3:30 p.m. The phone feature of cell phones cannot be used except during lunch from 1:05-2:15 p.m. Students are permitted to text during the day except during class time, Meeting for Worship, Collection, or Assembly. (Students may use room phones with teacher permission and office phones with staff permission). If a student breaches this agreement, they must surrender their cell phone upon request.
4. Musical devices should be neither used nor visible during class; however they may be used with headphones, audible only to user, in the hallway and in study halls with teacher permission.
5. Please note that after school programs follow the same rules as the academic day.
6. Any misuse of any of these devices may result in loss of privilege to use them and in some cases disciplinary action.
Social Media Policy

Social media provides platforms for online communication and collaboration with each other. Social media includes all means of communicating or posting information or content of any sort on the Internet, including to your own or someone else’s blog, personal web sites, wikis, virtual worlds, social networking or affinity web sites, web bulletin boards or chat rooms, whether or not associated or affiliated with the School, as well as any other form of electronic communication. The use of social media also presents certain risks and carries with it certain responsibilities and, ultimately, you are solely responsible for what you post online. Remember also that the Internet archives almost everything; therefore, even deleted postings can be searched. As a general rule, you should view social media in the same way that you would view other forms of communication and follow the general Responsible Use Policies described above, when using social media.

1. Always be fair and courteous to fellow students and other members of the School community. Keep in mind that you are more likely to resolve problems by speaking directly with other people, rather than by posting complaints or other statements to a social media outlet. Nevertheless, if you decide to post, avoid using statements, photographs, video or audio that reasonably could be viewed as malicious, obscene, threatening or intimidating, that disparage people, or that might constitute harassment or bullying. Examples of such conduct might include offensive posts meant to intentionally harm someone’s reputation. Never post any information or rumors about other people, including fellow students, faculty, the School, or other members of the School community.

2. Refrain from using social media while in class or otherwise during the school day, without explicit consent from the appropriate faculty or staff member. Do not use your school email addresses to register on social networks, blogs or other online tools utilized for personal use.

3. Do not take photographs or videos of fellow students or other members of the school community without their permission. Do not post any photographs or videos to any social media sites without the permission of the individuals involved.

4. Never represent yourself as a spokesperson for the School unless authorized in writing to do so. If the School is a subject of the content you are creating, be clear and open about the fact that your views do not represent those of the School, its faculty and staff, or fellow students.

5. In addition to being subject to disciplinary action by the School, you may be subject to legal liability if any of your postings or other communications on social media sites violate applicable laws. You may also be liable if you make postings that include confidential or copyrighted information (e.g., music, videos, text, etc.) belonging to third parties. Your online postings may not include School logos or trademarks on any blog or social network without written permission from the Head of School or a school administrator. Copyright, privacy, fair use, financial disclosure, and intellectual property laws must be complied with at all times.

Violation Consequences

Failure to adhere to the Responsible Use Policies above, other misuse of technology resources, or any other conduct that adversely affects your personal reputation, or that of the School or that adversely affects the School, its faculty and staff, and/or your fellow students may result in disciplinary action in accordance with our student policies. Information relating to illegal or inappropriate activities must be reported to a faculty member.
Student Chromebook Responsible Use Policy

Students are responsible for understanding and adhering to the Responsible Use Policy for Technology at Friends School. In addition, Upper School students are expected to abide by the following guidelines relating to the use of the Chromebook. Teachers, administrators, school staff, and parents are collectively responsible for directing what and how students use the Chromebook for educational purposes.

Responsibilities

- **Bring the Chromebook to school daily.** While it may not be used in all classes every day, students are expected to have their Chromebook with them at school every day.
- Fully charge the Chromebook each night to ensure sufficient battery power to last throughout the bulk of the school day. There will be limited charging stations in the Upper School library, so students should have fully charged Chromebook each morning.
- Connect to the internet only via the wireless network provided by Friends School while on campus.
- Be responsible for the security of the Chromebook, including keeping it in a locker or secure area both at school and during after-school events.
- Report damage or malfunction to the Librarian or Director of Academic Technology as soon as possible for evaluation.
- Treat the Chromebook with respect, away from food and liquids, and only use a soft cloth to clean its screen.
- Notify the Librarian or Director of Academic Technology immediately in the event of loss, theft, vandalism, unauthorized use, or technical problems.
- Do not attempt any repairs on the Chromebook or take it to an outside vendor for service.
- Be responsible for all damage or loss caused by neglect or abuse.
- Download only legally purchased, acquired and/or copyrighted software, documents, music, photographs, images, and games.

Privacy and Respect

- The webcam and microphone should only be used for educational purposes.
- Respect the privacy of others and ask permission before distributing content with personally identifiable information (images, video, etc. of students and/or faculty).
- Use the Chromebook only when appropriate and permitted by teachers and/or parents.
- Do not loan or let anyone else use your Chromebook unless allowed by a teacher for creating, communicating, and collaborating for class projects.
- Follow the policies for responsible digital citizenship as outlined in the Friends School Responsible Use Policy while at school and outside of school.

Care and Safety

- Cords and other peripherals must be inserted carefully into the Chromebook to prevent damage.
- Chromebooks must never be left in any unsupervised area, unlocked locker or car.
- Students are responsible for keeping their Chromebook battery charged for school each day.
- Students are also responsible for the charging cord and power block and will be billed for replacements.
Breakage, Damage, Theft and Loss

- Students are allowed one incident of repair at no charge, due to accidental damage of the Chromebook, during the duration of their enrollment at Friends School (not each year). The School, may, however, use its discretion and bill a family if it believes that the Chromebook has suffered damage due to gross negligence.

- After the first incident of repair, families will be responsible for any subsequent costs resulting from damage to the Chromebook and any school-provided peripheral devices (such as chargers).

- If a Chromebook is stolen, students must present a police report of the incident. The school will cover one incident of theft at no charge to the family.

- Loss of the Chromebook is not covered under this policy and any replacement due to loss of the device or charger will be billed to the student’s account.