

F R I E N D S A C A D E M Y

Student & Parent Handbook

2021-22



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

A student's and family's presence in the school and their signatures on the enrollment form signify their acceptance and willingness to abide by the guidelines set forth in this Handbook.

The school reserves the right to alter its policies at any time without prior notice.

Students and parents signify acceptance of a change in guidelines by remaining members of the school community after notice of the change is given.

Mission

Guided by Quaker principles, Friends Academy educates our students to discover and develop the best of who they are and who they can become.

Our Belief Statement

At Friends Academy, we achieve educational excellence by committing to the highest standards of learning and living.

Our diverse and welcoming community is strengthened by our Quaker values, which empower our students to inquire, reflect, and engage in their classrooms, in their neighborhoods, and in the world.

Because when we inspire students to learn and live with purpose, they can achieve greatness without sacrificing goodness.

Teaching and Learning for Today and Tomorrow: Habits of Mind and Heart

- Seeing Possibility
- Listening Actively and Reflecting
- Inquiring Deeply
- Asking, Exploring, and Revising Questions
- Collaborating and Constructing Ideas and Designing Flexible Solutions
- Demonstrating Understanding Through Performance
- Thinking Purposefully to Act Ethically

Friends Academy Quaker Values

Stay True (Simplicity) – We keep our attention on what truly matters, **simplifying** whenever possible so that we can always stay close to the issue at hand. We know that less is more, in more ways than one. The world is

a complicated place, and it's easy to get lost in the complexities. We know when to overlook the unnecessary so that the necessary can speak. This enables us to learn and live with the highest standards.

Practice Peace (Peace) – We see conflict as an opportunity for growth, approaching that inevitable tension with an intention of peace and dignity. Valuing **peace** doesn't mean we never take a stand or defend our ideas. We know the value of healthy debate and the beauty of seeing all sides of the story. We believe in the power of poise and self-control as the best ways to listen, learn, and compromise.

Let Your Life Speak (Integrity) – We believe in treating others with respect and honesty, seeing each interaction as a chance to act with **integrity**. We know that the standards we keep in the classrooms and hallways of our school are indicators of how we'll impact the world. We have high expectations of ourselves, and we reflect on our actions often so that we may shine our brightest.

Cultivate Community (Community) – We balance the needs of individuals with the needs of our **community** and understand the relationship between both. We believe in the power of friendship, support, and connection, and we know that our world needs our collective efforts. We commit to each other so that we may solve our community's challenges and foster a sense of belonging for everyone. When we band together, we learn and live to the fullest.

Pursue Justice (Equality/Equity) – We are seekers of **equality** and advocates for **equity**. We lift one another up and unify the light in us all. We respect all differences, and are curious about ideas, faiths, and backgrounds. We believe that society should be equitable and that inclusivity is not a goal to check off a list, but rather a culture that is intentionally woven into our lives. As a result, we learn from and with everyone we encounter.

Be the Change (Service) – We take accountability for the world around us through education, appreciation, and **service**. We approach education with a purpose to serve so that we may use our knowledge and our talents to push for social change and positively impact our community and our world.

Take Care (Stewardship) – Modeling the right relationship with our natural surroundings ensures a healthier world for generations to come. We understand the importance of educating our students about limited resources, how we can protect them, and why we must be **stewards** of our earth including and on behalf of those that may not be able to do so. This intentional balance of equity fuels creative ideas and sustainable solutions for our community and for our planet.

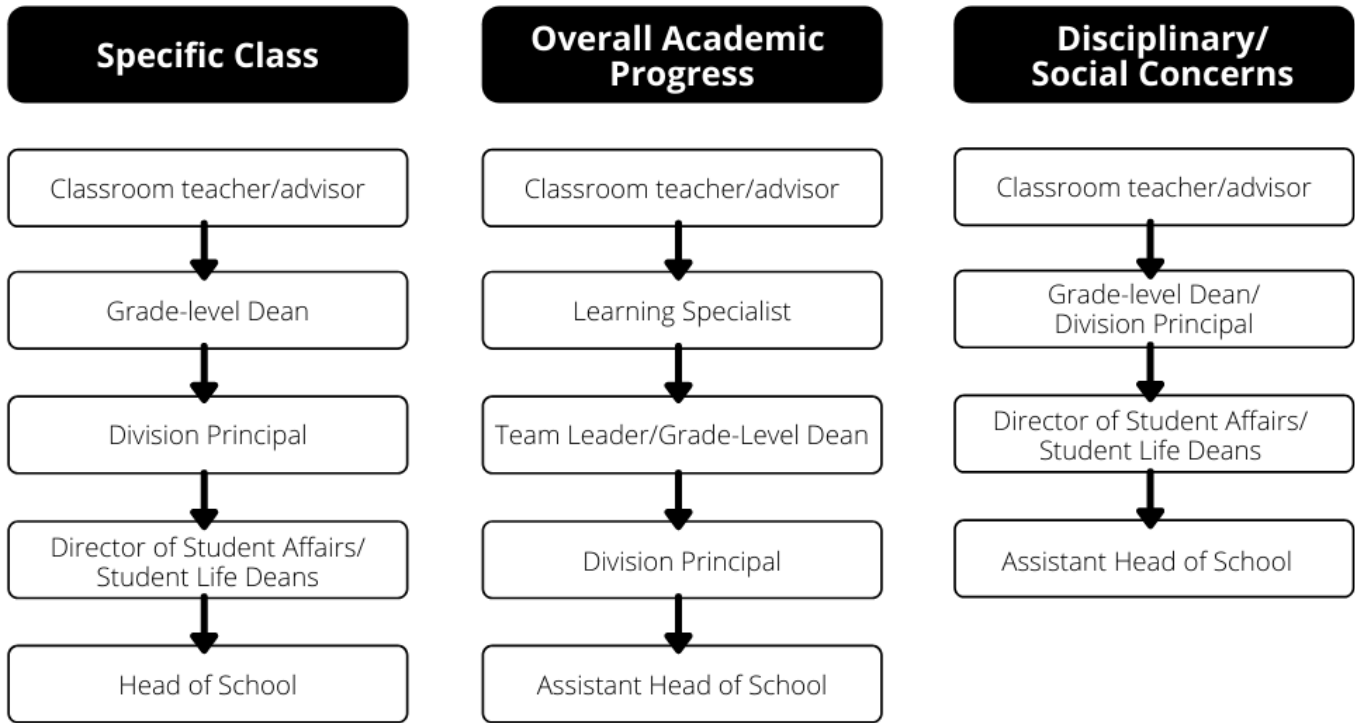
Meeting for Worship

The Meeting House is a place of worship for members of the Friends Academy community. One morning each week, students, faculty, and staff sit together in reflective silence in Meeting for Worship in the manner of Friends. This is considered the most important appointment of each week, and its spirit, in the Quaker

tradition of acceptance, transcends the various religions of those present at the Meeting. It is a time for reflection, community, and respectfully listening to others who are moved to speak. Visitors are always welcome in the Matinecock Meeting House.

All students in second through twelfth grades attend weekly divisional Meeting for Worship. Please check with your divisional office for days and times.

Chain of Communication for Questions or Concerns at Friends Academy



Fundamental Standards for Citizenship

Friends Academy fundamental standards for citizenship are grounded in the Friends Academy Quaker Mission and call members of the community to strive to be their best selves, **to make decisions rooted in integrity and empathy**, and to uphold and model the Quaker testimonies. When students are unable to behave in accordance with Friends Academy's fundamental standards for citizenship and code of conduct, whether on or off the FA campus, the school will meet with the student to discuss, and logical and timely consequences may occur. Whenever a potential breach in fundamental standards occurs, Friends Academy will consider intent, context, impact, relationships, and pathways forward when determining fair and equitable consequences with the purpose to evoke learning, growth, and better future decision-making.

Code of Character

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

1. Live with integrity, tell the truth, and act truthfully, regardless of what others may do or say, and encourage integrity in others. Students are expected to show integrity. Students are expected to be accountable for their choices.

Examples of violations (not all inclusive or of equal value):

- Theft, vandalism, or other abuse of school property
- Lying, covering the truth, cheating, plagiarism
- Misbehavior in class, including incessant disruption and improper language
- Possession or use of tobacco, alcohol, marijuana, or other non-prescription substances
- Disrespect in Meeting for Worship

2. Treat everyone with kindness, compassion, and respect, and cultivate kindness in others. Students are expected to respect individuals and their opinions. Students are expected to cooperate and collaborate as team players, both on and off the field. Students are expected to respect the classroom community and the overall learning environment of their classmates.

Examples of Violations (not all inclusive or of equal value)::

- Tardiness to class or unexcused absence from classes, study halls, lunch, Meeting for Worship, or athletics
- Running or making excessive noise in the hallways
- Violation of individual classroom rules and expectations
- Improper use of technology, including cell phones, as outlined by the required by the Acceptable Use Policy

3. Employ empathy and peaceful resolution of conflict as key lenses and tools through which to see and interact with the world.

Examples of Violations (not all inclusive or of equal value):

- Use of disrespectful language towards or about another community member
- Physicality
- Use of technology – text, social media, etc as a hurtful or malicious tool

4. Help to build an inclusive community by standing up to prejudice, bullying, and intimidation and stepping in when others need help. Students are expected to identify and value the gifts, talents, and light in every member of the FA community.

Examples of Violations (not all inclusive or of equal value):

- Bullying, in-person or online
- Intentional exclusive behavior towards an individual or a group of individuals
- Expressing opinions or making statements that are degrading or offensive to individuals or groups based on differences, even when the intent is “to joke”

5. Care for our environment, including our shared spaces and resources, and encourage others to do the same.

Examples of Violations (not all inclusive or of equal value)::

- Chewing gum
- Dress Code violation
- Improper behavior in the commons and lunchroom
- Creating disorder in shared community spaces

Behaviors that are Strictly Prohibited and Illegal:

Possession of a Weapon: Students may not possess a weapon of any type – or intend to use another object as a weapon – at school or a school function.

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

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

Harassment: Friends Academy is committed to providing a safe learning environment for all students and community members. Harassment of any kind which includes bullying, hazing, or any other victimization of students (including sexual harassment), based on any of the following actual or perceived traits or characteristics: age, color, ethnicity, race, religion, sexual orientation, biological sex, gender identity, physical attributes, ability or disability, political beliefs, socioeconomic status, or familial status is prohibited.

Disciplinary Response

A student found to have violated a Fundamental Standard of the school will be referred to an appropriate administrator and will face disciplinary consequences in accordance with school guidelines. A student’s age, prior disciplinary history, truthfulness, intention, impact, context, willingness to hold self accountable, and pathways forward will affect the school’s response to any disciplinary situation. Additionally, the willingness of the student and his or her family to abide by the consequences set by the school will contribute to the school’s assessment of whether the student may remain at Friends Academy. In all cases, the school reserves

the right to judge the seriousness or impropriety of any behavior and determine the appropriate disciplinary response.

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

[Lower School](#)

[Middle School](#)

[Upper School](#)

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

School Calendar and Hours

Yearly Calendar

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

Religious Holidays

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

For absence due to any religious observation, it is the student's responsibility to discuss those absences with his or her teachers, in advance, so together they can plan a reasonable time-frame for completion of homework assignments.

School Hours

- Academic Day: 8:00 a.m. to 3:20 p.m.
- Reception Desk Frost Hall: 7:30 a.m. to 6:00 p.m.
- School Offices: 8:00 a.m. to 4:00 p.m.
- Business Offices: 8:00 a.m. to 4:00 p.m.
- The Learning Commons: 7:30 a.m. to 5:30 p.m. (until 4 p.m. on Fridays)
- Athletic Office: 8:00 a.m. to 4:00 p.m.

- **Athletics & Activities:** 3:20 p.m. to approximately 5:30 p.m. or later when there are games or extended practices

Lower School – Lower School students may be dropped off no earlier than 7:30 a.m. in the Dolan Center. At 8 a.m., students in the Dolan Center will be escorted to their classrooms.

Lower School students arriving at 8 a.m. walk to their classrooms on their own; parents do not walk their child(ren) to class. However, there is an exception for students in Early Childhood and Kindergarten. Parents may walk their child to his/her Early Childhood or Kindergarten classroom. (We will help kindergartners work toward traveling to their classrooms independently later in the school year.) Please refrain from walking up to the classroom doors/windows that face the Lower School Field, as this is distracting to children as they start and end their day as a community.

Early Childhood: Doors open at 8:00 a.m. Students are dropped off at their classroom and picked up in the Lower School parking lot entrance/exit at 2:45 p.m.

Kindergarten through 2nd grade: Doors open at 8:00 a.m. Students are dismissed at 3:10 p.m. by the entrance/exit that leads out to the Lower School parking lot.

Grades 3 - 4: Doors open at 8:00 a.m. Students are dismissed at 3:20 p.m. by the entrance/exit that leads out to the Lower School parking lot.

NOTE: The Lower School Office should be notified of a change in transportation routine, including the day and date of the change to car or bus pick-up. In the event you must pick your child up early, please sign out at the front desk in Frost Hall.

If there is no note or phone call provided regarding a change in transportation routine, a child will be sent home by the usual protocol.

Information about Extended Day and after school Enrichment opportunities is emailed to families. These communications come from our Director of Auxiliary Programs.

Middle School — The building is open at 7:45 a.m. Students are expected to arrive at school by **7:55 a.m.** and be in their classes by **8:00 a.m.** Car pickup is at 3:20 p.m. in front of the Middle School. Middle School students who have a Lower School sibling may report to the Lower School parking lot for pick up. Parents are not permitted to pick up students on Duck Pond Road.

Upper School — The building is open at 7:45 a.m. Students are expected to arrive at school by **7:55 a.m.** and be in their class meetings by **8:00 a.m.**

Before 7:45 a.m. and after 3:30 p.m. there is no formal supervision of students except for those who are on campus for a school activity such as athletics, theater, after school Enrichment programs or Lower School

Extended Day. Any Upper School student who arrives early to campus should report to the Dolan Center. Additionally, the library is open late for Middle and Upper School students who need a place to work or quietly socialize after school until 5:30 p.m. After that time, all students must either be picked up or head to the Frost Hall Reception lobby. When arriving at the library, students must sign in at the main desk no later than 3:45 p.m.

Emergency Management and Safety

Emergency management is overseen by the Head of School with support from the Incident Command Team (ICT), which is comprised of several people, including the Directors of Athletics, Communications, Facilities, Finance, and Technology. ICT has taken proactive steps to protect the safety of the FA community. ICT is responsible for all planning, training, and drills related to emergency management. ICT works in collaboration with local and federal first responders and emergency agencies to update protocols and training methods as best practices guidance changes. Training is provided to all faculty and staff prior to the start of the school year. Training for all students is delivered at the start of the school year. ICT holds eight fire drills and four lockdown drills each year.

Unauthorized Recreational Vehicles

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

Door Access Control Card Policy for MS/US Students

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

For MS students:

- Middle School front and side doors
- Athletic Center main lobby and mudroom doors
- KW Learning Commons main entry
- Dolan Center doors to the atrium and green room
- Frost Hall entry from the quad

For US students:

- Frost Hall quad entry and front doors
- Athletic Center main lobby and mudroom doors
- KW Learning Commons main entry
- Dolan Center doors to the atrium and green room

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

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

Off-Campus Food Delivery

Ordering food or beverage delivery is prohibited, unless managed by a teacher for a special activity. In this case, the teacher must order the food and meet the delivery person.

Emergency Closings

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

It is highly unusual for school to close early. However, in the event of an unexpected early dismissal, all Lower School parents will be notified by telephone, and no Lower School student will be released until parents or contact person have been contacted unless we have specific instructions on file. No Middle School students will be permitted to leave school on district buses or with a sibling or friend unless we have specific instructions on file. No Upper School student will be permitted to go home without specific notification if the student's school district sends a bus to pick them up.

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

Friends Academy utilizes an automated calling system to announce school closings and convey other urgent information. We utilize an emergency call system for contacting parents in the event of a school closing, early

dismissal or other important announcements or emergencies. Please note that the dismissal procedures above remain in effect and the automated call is simply an additional source of information for parents. To ensure the effectiveness of our automated calling system, please make sure your contact numbers are accurate by updating your Contact Information using your My BackPack login or by calling the appropriate division office.

General Attendance Guidelines – All Divisions

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

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

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

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

Notifying School When Your Child is Absent

If your child is absent from school, please report the absence before 8:30 a.m. on the morning of the absence by emailing or calling your child's divisional office.

Lower School: Email: lsattendance@fa.org or call 516-393-4230

Middle School: Email: msattendance@fa.org or call 516-393-4239

Upper School: Email: usattendance@fa.org or call 516-393-4296

For either email or voicemail, parents should provide their name, their child's name and grade, and a specific reason for the child's absence, tardiness, or early dismissal. Students may NOT report their own absences to the school.

Explanation of Absence Notes

In addition to calling the school, we ask parents to send an email explaining the reason or the absence of their child, preferably no later than 8:30 a.m. The office will not mark an absence "excused" until an email from a parent is received. An email avoids misunderstandings. In order to verify a student's absence and ensure the continuing safety of the children within our care, you can also expect follow-up telephone calls from the divisional administrative assistants if the parent did not call in the absence. In the email, please include the date, the reason for absence and the child's name.

Excused and Unexcused Absences, Lateness to School and Early Dismissal

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

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

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

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

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

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

- Extended family vacations outside of the school calendar
- Appointments that can easily be made after school hours
- Oversleeping
- Missing the bus
- Studying for a test

If a student misses school for more than two school days for any reason other than listed under excused absence, the parent must contact the school nurse for medical issues and the Principal to discuss the nature of the absence and determine how this will affect the child's class work.

Students who are absent are responsible for meeting with their teachers and setting up a plan to make up homework, tests, or quizzes that were missed. Students should check the website, consult syllabi, email teachers, or call classmates for assignments. For an extended illness and upon request, the administrative

assistant can collect homework for a student. Parents should contact the Principal if the student will be absent for more than five (5) days to ensure continuity of instruction. Students who leave early or arrive late are responsible for meeting with teachers of classes missed that day.

Procedure when Late to School

Students arriving late (after 8:05 a.m.) must check in with the divisional administrative assistant. For students who are late, parents must call or email the divisional assistant, explaining the reason for lateness.

Extra Curricular Policy

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

Procedure for early dismissals

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

Illness During School

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

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

Students Entering or Leaving During the School Day

If a student enters school after morning attendance, the student must sign/swipe in at the attendance office.

If a student must leave school during the school day, the student must follow the procedures below:

1. Any student becoming ill during the day is to report to the nurse's office and must sign out with the nurse in order to leave school.

2. LS and MS parents must sign out their child at the appropriate divisional office for a medical appointment, religious observance, or any other reason prior to leaving school.
3. US Parents may request that their child be released from school for a medical appointment, religious observance, or any other reason by contacting the US Attendance office prior to leaving school.
4. Students and parents should inform teachers of classes that will be missed.

Special Note: Attendance in 2021-2022 (COVID)

The 2021-2022 school year was a year like no other and we remain proud of our faculty, staff, students and families for their incredible resilience, adaptability, and commitment to an exceptional Friends Academy education during a global pandemic. Out of necessity, we worked in community to accommodate a hybrid learning model that included students working at school and at home in various configurations and at various intervals. While pleased to close out an overall successful year, we recognize that given the choice, an in-person learning environment for all is optimal and provides the most powerfully engaging learning environment for each and every student.

To that end, we intend to have in-person learning for all of our students in the 2021-2022 school year and will return to our pre-Covid attendance and absence policies. Please note the following for any situations arising due to absences:

- Students who are out of school for any reason, including extended absences, will not have the option to “zoom in” to classes; instead, as in the past, advisors and classroom teachers will be in touch with in-class work, homework, and if necessary, a personalized learning plan in the case of an extended absence (out for 10 days or more) due to an excused illness or injury. As usual, parents will be asked to submit a doctor's note to the nurse for extended medical absences from school.
- Any child out of school for an extended period of time will be required (along with their family) to participate in the creation of a re-entry plan upon their return.
- Friends Academy will make necessary adjustments to our learning approach in the unlikely event that an entire grade level or division is required to be away from school for a significant period of time.

Student Support Services

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

Academic and Social Advising

Friends Academy considers itself to be a nurturing community whose members work closely with students to support their academic and social lives and who value the inherent worth of every individual. The academic and social advisory function of the school is robust and built upon the idea that positive relationships

between students and caring adults lies at the heart of a quality education. Specific approaches and programs in each division of the school address each student's needs in developmentally appropriate ways.

Learning Support Services

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

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

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

Policy for Granting Section Accommodation Plans (504) to Students

A student with a significant disability has certain rights under Section 504 Accommodation Plan of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, to reasonable accommodations that reduce the effects of their disability on their academic functioning. Though Friends Academy attempts to support all students with disabilities, as a non-public institution, it is neither required nor able to provide all accommodations that a student might require.

Accommodation Plan Eligibility:

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

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

Substantial limitations are defined as:

- The student is unable to perform a major life activity that the average student of approximately the same age can perform **OR**
- Significantly restricted as to the condition, manner or duration under which a particular life activity is performed as compared to the average student of approximately the same age. The impairment must be substantial and somewhat unique, rather than commonplace, when compared to the average student of approximately the same age.

Application Procedure:

1. A parent or guardian, who suspects that their child may have an Accommodation Plan (504) level disability, may initiate a referral to determine eligibility by submitting a letter to the school psychologist. This letter must outline the parental concern and which accommodations are being sought. In addition, the parent should provide appropriate evidence of the negative impact of the suspected disability upon academic functioning.

All outside materials provided by the family must:

- Be valid to assess the suspected limited condition.
 - Be administered by trained independent personnel.
 - Be related to the condition in question
 - PLEASE NOTE: A physician's report/letter may be required for certain conditions. However a physician's letter alone is not sufficient for determining a learning impairment. In addition, a diagnosis alone (i.e. ADHD) does not necessitate that there is a significant learning limitation requiring accommodation. Additional evidence such as a neuropsychological evaluation or teacher reports may be needed to determine the level of impact or limitation.
2. Upon receipt of the above information from the parent, the school psychologist, as the official Accommodation Plan Coordinator, will convene a division Accommodation Plan Committee meeting. The Accommodation Plan committee is composed of the division; head, learning specialist, and an academic teacher, as deemed necessary and appropriate. The committee will review all of the information and determine whether the student meets the criteria for an accommodation plan. The committee may request/gather additional information (i.e. student work samples, teacher reports,

academic records, and an up to date psycho-educational evaluation before a decision is finalized. An official decision regarding approval must be finalized within 60 academic days.

3. If a student is granted accommodations, a meeting will be set up with the family and student to discuss implementation of the plan. A written accommodation plan will be developed by the Accommodation Plan committee.
4. All subject teachers will be made aware of the decision of the Accommodation Plan committee. Each teacher will be helped to fully understand the accommodation plan in order to best support the student.
5. Once an Accommodation Plan plan is established, it will be reevaluated at the end of each year to determine whether accommodations are still appropriate.
6. A re-evaluation may be necessary if any significant changes to the accommodation plan are sought.
7. **If there is evidence that the limitation may rise to the level of a state classifiable learning disability.**

The Accommodation Plan Committee may determine after reviewing all materials that the student's impairment may rise to the level of a state classifiable learning disability. In that case, the family will be referred to the local public school district to determine whether a learning disability exists. If a student is classified as "learning disabled" by the district, an IEP (individualized educational plan) will be created. This plan will determine what special education services and accommodations may be required.

If a student is denied an Accommodation Plan plan, as their impairment is not seen as substantially limiting their performance, the family may, at a later date, ask that the decision be revisited. Additional evidence must be presented for an appeal to be granted.

Deadline for Registration for Students with an Individualized Education Plan (IEP)

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

Counseling Services

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

Other Professional Support

BOCES provides Friends with a part-time speech/language professional and a full-time nurses. A certified athletic trainer is also on staff.

Dress Code

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

Upper School Protocols:

Dress Code is enforced by the Class Deans and advisors and throughout the day by teachers and administrators. A student who chooses to attend school wearing clothing listed on our “not permitted” list will be considered “out of code” and may be issued a written warning, parents may be contacted, and upon an established pattern, may not be permitted to attend class, put on a disciplinary status, and/ or asked to join a focused round table meeting. Warm weather dress code is also included in the US Dress Code section. Please see specific guidelines in [Upper School Guidelines](#).

Middle School Protocols:

Dress Code is enforced by the grade-level deans and advisors, and throughout the day by teachers and administrators. A student who chooses to attend school wearing clothing listed on our “not permitted” list will be considered “out of code” and may be issued a written warning, parents may be contacted, and upon an established pattern, may not be permitted to attend class, put on a disciplinary status, and/ or asked to join a focused round table meeting. Warm weather dress code is also included in the MS Dress Code section. Please see specific guidelines regarding the [Middle School Dress Code section](#).

Lower School Protocols:

Dress Code in the lower school is enforced beginning in Grade 1. The classroom teacher checks the students’ dress each morning. If a student is out of code and is unable to resume appropriate dress, the parent will be notified. Continued concerns in this area would necessitate a parent meeting with the Student Life Dean and/ or the Principal. Please see specific guidelines in the [Lower School Guidelines section](#).

Textbook Ordering Procedures

Your public school district provides textbooks to students residing in the district, even if they attend non-public schools. Upper School students will be able to pick up their textbooks in late August when books are delivered to Friends Academy and schedules are completed. E-mails will be sent out as to the day and time that US students may pick up their books. LS and MS students will get their books when they return to school in September.

Procedure for Students who reside in:

- For students served by Suffolk County and all of Nassau County **EXCEPT Sewanhaka, Farmingdale, and Oceanside**, it is not necessary to submit a book order form; your books will be provided through the school.
- If you live in **Sewanhaka, Farmingdale, and Oceanside** school districts, please contact your school district for instructions on their textbook ordering process.
- If you live in **a borough of New York City**, a few of your books may be provided by the city. Typically, families receive very few books through this system due to budgetary constraints and a cumbersome process. We try to provide books from our inventory for these students.

Personal Property and Security – Lockers, Cubicles, Desks, Etc.

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

School Access

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

Libraries

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

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

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

The *Lower School Library* serves students in Play Group through Grade 4 and is available to students during regular school hours.

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

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

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

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

After school guidelines:

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

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

Transportation

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

Students wishing to go home with another student on his or her bus must receive permission from the bus driver or company. Please note that the school cannot give permission for a student to ride another student's bus. Parents are responsible for organizing this with the bus company.

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

Role of the Parent

Parent Conduct and Integrity

Friends Academy believes that a positive and constructive working relationship – grounded in our Quaker values and Fundamental Standards – between the school and a student's parents (or guardian) is essential to

fulfilling the mission of providing for the intellectual, artistic, athletic, social, moral, ethical, and spiritual development of each student. Mutual respect and kindness; direct and honest communications; patience; trust; and civil and well-mannered resolution of disagreements must govern all interactions between parents and the faculty, staff, and administration. This cooperative and reciprocal relationship between families and the school creates a welcoming and healthy learning environment for all, but especially for students. At all times and in all places, parents and faculty, staff, and administrators should model the Quaker spirit of Friends Academy in their actions and words.

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

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

Friends Academy reserves the right not to continue enrollment of a student if the school reasonably concludes that the actions of a parent (or guardian) undermine the school's expectations about conduct, make a positive and constructive relationship impossible, and seriously interfere with the school's ability to fulfill Friends Academy's educational purpose and mission.

The Parent Council

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

Separated and Divorced Parents

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

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

Parent-Sponsored Activities

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

Facilities Usage Guidelines

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

Behavior Outside of School

Students and their families should recognize that along with the privilege and opportunity to attend Friends Academy goes the responsibility of representing the school positively in the community at large. When the school becomes aware that a student has violated its Fundamental Standards (violation of Integrity and/ or Empathy) off campus during the school year, the Directors of Student and Academic Affairs, Principals, or Head of School will notify the parents and discuss with them ways in which the school and parents can work together to address the student's behavior. A student's behavior outside of school and the parents' willingness to work with the school to address that behavior may affect the school's decision to continue the student's enrollment.

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

Special Note: Alcohol or other drugs should never be served to students. Parents who choose to ignore this understanding place themselves at extraordinary legal risk and jeopardize their child's safety and continued

enrollment at Friends Academy. Friends Academy reserves the right not to re-enroll a student should that student engage in or should the parents allow or ignore this warning concerning the use of alcohol or other drugs at off campus private social functions.

Student Social Activities Outside of School

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

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

- Schedule events on weekends.
- Mail invitations rather than hand them out in school or post on social media
- Provide adequate supervision for the safety and security of the children.

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

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

Annual Fund

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

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

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

Please contact our Development Office well in advance of any prospective fundraising activity so that we can thoughtfully work toward a possible solution.

Gifts to Faculty and Staff

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

Health and Medical Information

Friends Academy now uses Magnus Health, an electronic storage system for student health records. All NEW students need the Vital Health Record, a current Physical Exam form and an immunization record completed and then scanned and uploaded to the Magnus site by Aug. 1st. All returning students entering grade EC, K, 2, 4, 7, 8, and 10 must update their Physical Exam and immunization record. All students need to have the Vital Health Record completed by the parent annually. However, please note that ALL students in Middle School and Upper School MUST have a physical examination by a private physician as well as a parent/student consent form completed each year in order to participate in interscholastic athletics. All forms should be scanned and uploaded to the Magnus website before the beginning of school or pre-season practice. Forms are available for downloading on the FA and Magnus websites.

Administration of Medication

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

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

1. **Daily Medications:** To dispense any daily medication to a student, a parent and prescriber's authorization form must be on file in the student's medical record. A form is available on the Magnus website. The medication order must be renewed annually.
2. **Antibiotics:** If a child must take an antibiotic drug during the school day, a parent and prescriber's authorization is needed. If the antibiotic is three times a day, unless otherwise directed, this means, morning, after school, and bedtime. If the antibiotic must be administered during the school day, the medication must be delivered by a parent or guardian in a properly labeled pharmacy bottle with the

permission slip and doctor's order. Medication should not be transported daily to and from school. Parents should ask the pharmacist for two containers, one to remain at home and one at school.

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

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

Privacy of Health Information

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

Guidelines on Controlling Nut Products on Campus

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

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

Lower School Guidelines

Lunch

Children in Early Childhood bring a nut-free lunch and eat in their classroom with their teachers. (Please note that we are unable to heat lunches and containers should be easy to open.) Grades K-4 have a choice of hot lunch, sandwiches, salad, soup and assorted side offerings in the dining Commons. The teacher, school nurse and Mrs. Jodi Resnik in our Commons should be informed of any dietary restrictions or allergies.

Daily Attendance, Absences and Illness

Absences

The statements about attendance in the General Attendance Guidelines section apply to all Lower School students. Children must be signed out in Frost Hall if they are picked up prior to the official end of the school day. If students are absent due to illness for more than three consecutive days, please inform the school nurse of the nature of the illness. In addition, call the Lower School Office to tell the Administrative Assistant why the student is out. The Lower School Principal will send a letter to the parents alerting them of excessive absences from school.

Unexcused Absences

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

Lateness

Teachers take attendance at 8:05 a.m. When possible, please alert the Lower School Administrative Assistant if your child will be late. Children who are late need to be accompanied by an adult to the divisional entrance.

Early Dismissal and Play Dates

When students are picked up early, parents should pick-up their child and sign them out at the divisional office. If students have a playdate, both the sending and receiving parent must email the Lower School Administrative Assistant granting permission.

Absences from Field Trips and Concerts

Lower School students are required to participate in all school functions including, but not limited to, field trips and evening and day musical concerts. Additionally, because concerts are the culminating activity of the music curriculum any absence will be recorded on the final report card. The LS Music Teacher should be notified a minimum of seven days prior to the concert if due to extenuating circumstances a student will be unable to participate.

Unexcused Absences, Tardiness and Early Departures

Any absence, tardiness or early departure is considered unexcused if the reason for the absence does not fall into the excused categories (see All School section on excused and unexcused absences). Examples of

unexcused absences include, but are not limited to: family vacations, sports or dance lessons, sleeping in late, oversleeping, or staying home to rest for an extracurricular activity.

Lower School Dress Code

Lower School Dress Code starts in Grade 1; however, we encourage younger students to practice being in dress code when/if possible. The dress code reflects our respect for the traditions and mission of the school. All clothing should be clean, comfortable, developmentally appropriate and weather-appropriate. Our Quaker mission asks that we honor and respect every community member. As Quakers believe in leading lives of material simplicity and peace, we ask that community members please refrain from wearing overtly expensive items (ex: clothing or jewelry drawing attention to expense, brand names, or slogans) or any clothing that symbolizes or advocates for violence in any form. We hope following the guidelines below can help guide us in avoiding distraction from what is truly important.

Daily Dress Code

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

Not acceptable: Blue jeans, sweatpants, exercise or spandex pants, shorts (unless the school notifies the community warm weather dress is acceptable), overalls, or leggings worn without a dress over them.

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

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

Acceptable dresses, skirts: All items should be chosen with attention to the appropriate fit, length, and coverage to avoid exposing undergarments during their daily activities. Skirts and dresses may not be above the knee, without appropriate leggings worn underneath. Crew neck or collared dresses are acceptable with long or short sleeves or sleeveless.

Not acceptable: Mini-skirts, mini-dresses or anything that reveals undergarments.

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

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

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

Special Dress Codes

Special Event Dress – 4th Grade Moving Up Ceremony in June. Faculty and students should wear formal apparel: jackets, ties, dress pants and dress shoes; semi-formal dresses or pant-suits and dress shoes.

Warm-Weather Dress code is honored in September and May/June. Warm-weather guidelines include allowances for dress shorts of modest length (not cargo shorts). Athletic sneakers or sandals with backs are acceptable.

Dress Down Days are announced by the Principal throughout the school year. In keeping with the core tenets of the dress code policy, students must keep in mind that simplicity and modesty must continue to inform choice in dress. All clothing choices should be clean, comfortable, and appropriate.

- **Examples of acceptable clothing:** Leggings with a shirt that reaches at least to the top of the thigh, blue jeans, tee shirts (with acceptable language or messaging), sweatshirts, modest length shorts (mid-thigh or longer).
- **Examples of unacceptable clothing:** military style clothing, spandex, ripped clothing.

Academic Concerns

Homework

In the Lower School we place value on the entire student experience. Children work hard throughout the day, and in order to support play time and down-time after school hours we do not begin formal homework until Grade 2. In Grades 2-4 we want homework to serve as an authentic connection between school and home learning. It is also an opportunity to hone independent skills. If your child is struggling with homework, please let the classroom teacher know in a timely fashion.

Student Support Services

In the Lower School each team member, including specialists, are aware of each child's progress. Regularly scheduled team meetings often focus on how to help a student succeed academically and/or socially. Whenever an unusual concern surfaces, the Principal contacts parents and a conference is held. Occasionally, the school psychologist and/or learning specialist are asked to observe and/or evaluate the student, and the school nurse is involved if there is a possible health issue.

Guidance, educational, and counseling issues are reviewed by the Lower School Child Study Team. The team meets with faculty and parents (when necessary). The team makes recommendations for support strategies for the student in the classroom, at home, or through work with other professional tutors and counselors. The Child Study Team can also recommend support to students who want a confidential atmosphere in which to discuss any problems they may have. Appointments may be made through the Lower School Administrative Assistant or The Child Study Team might ask parents to attend a meeting. When teachers identify a student's academic, social and/or emotional difficulty, they work with the child individually and keep

the parents informed of plans and progress. They develop a strategy with the parents, other teachers, and the learning specialist to overcome the concern. If the needs of the child continue to suffer, the Child Study Team is advised by way of a referral. If a formal evaluation is recommended by the school, the School Psychologist or Lower School Principal arranges a meeting with the parents, the tester, and the teacher to review the testing and discuss further action.

The Referral Process

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

Parent-Teacher Conferences and Reports

Parent conferences take place twice a year. However, teachers are always available by appointment. Formal written reports are submitted to parents twice a year. (Please see the school calendar for dates.) Goal Setting Sheets, goals jointly set by teachers and parents, will be given to parents at the end of the first conference in the fall.

Behavioral Expectations

In the Lower School, we use the Responsive Classroom approach, which is aligned with our Quaker tenets. The goals of this approach are to ensure that children:

- Feel physically and emotionally safe in school so that they can learn their best
- Learn the skills for working and learning collaboratively with others
- Identify and practice strategies to alter and improve choices moving forward

The Responsive Classroom approach invites students and teachers to co-construct classroom rules and norms at the beginning of the school year. These rules and norms are referred to and revisited throughout the school year. Adults take the time to model and guide expectations. Students have the opportunity to practice positive behaviors.

When children have difficulty managing positive behavior, the adults respond in a timely and logical manner. The first step is to help the child stop the misbehavior quickly and simply (ex: with a word or gesture). The

teacher then works with the child to construct strategies to support him/her in regaining self-control and fixing problems caused by his or her mistake, so that the child can return to productive learning.

As with any situation at Friends Academy, lower school teachers consider intent, context, impact, relationships, and pathways forward when determining fair and equitable consequences with the purpose to evoke learning, growth, and better future decision-making.

Examples of possible responses/ strategies to mistake making:

- Giving the child a reminder or redirecting the child to change the behavior.
- Have the child sit closer to the teacher (sometimes being closer to an adult helps anchor a child so that s/he remembers the community expectations.)
- Use “take a break” in which the child goes to a distraction-free place in the classroom for a little while or takes a water or bathroom break. (Depends on what is age-appropriate.)
- Stay with a “buddy teacher” to take a break. In this case, the child goes to a distraction-free space in another teacher’s room.
- Limit the choice of activities.
- Guide the child in fixing problems caused by his or her mistake. One example would be to employ logical consequences (i.e., helping the custodian clean up if the child made a mess in the bathroom.)
- Use private “take a break” for a short or longer period of time where the child goes to a supervised non-classroom space such as the library or the LS conference room.
- Facilitate a Friendship Agreement (used to help with conflict resolution or difficulties with peer relationships).
- Facilitate a Round Table Meeting (used to empower the child with strategies to alter behavior moving forward with the support of caring adults).
- Have the child spend a Day of Reflection at home where s/he spends the day thinking about the misbehavior and how to make it right with those involved. This might include a written component.

*If a child establishes a pattern of similar mistakes that are not corrected through intervention and/ or an egregious mistake, the school may send a cautionary letter to a family, indicating an increase in concern and a possible need for at-home interventions.

*When a child has a Day of Reflection, the school may request that a parent accompany the child to school the next day for a re-entry meeting with the teacher and principal.

In the Lower School, we strongly believe that children want to and can meet expectations. We value partnering with families to help students feel good about themselves--socially and emotionally-- as well as academically.

School Trips

Whenever students leave campus, parents are asked to sign a permission slip which will include the date(s), times of departure and return, destination, and purpose of the excursion. For class trips, the core teacher will pick up medication from the school nurse.

Car Seats

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

Before School ARRIVAL

Before Care begins in the Dolan Center at 7:30 a.m. Children cannot be dropped-off prior to 7:30 a.m. Note: The Lower School parking lot is primarily meant for drop-off and pick-up of children.

Playground AFTER HOURS

During the 2021-2022 school year, the Lower School Playground is unavailable after school hours, unless it is being used by a school-sanctioned program such as Extended Day or Enrichment.

Lower School students are allowed to play after school under the *watchful supervision* of their parents. Once a child is handed over to the parent or child caregiver, the parent or caregiver is responsible for the child's safety.

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

Lower School children may not wait in the Kumar Wang Library.

Extended Day Program

The Extended Day program gives students opportunities to participate in engaging activities, socialize and build relationships. Weather permitting, children spend time outdoors. Students need to be signed up in advance for Extended Day and Enrichment through the Director of Auxiliary Programs. Extended Day begins right after dismissal. (The latest students can be picked up is 6:00 p.m.) Students will be dismissed from their classrooms at the end of the regular school day, and escorted to the areas where the program will be running. We have added a "drop-in" option for emergency After School Care. Please call Carline Folkes at 516-393-4245, if you want to exercise this option.

During After School Care, students will choose which "activities" they will participate in each day and the activities will be scheduled and planned in advance according to highest levels of interest. Examples of choices include: arts and crafts, fun with lanyards, play dough, cooking/baking and outdoor time on the

playground. Additionally, homework help is also offered. The After School Care Program will run in close collaboration with the exciting Enrichment Program. Students can do either or both programs. Families will be notified ahead of time in the event a rare occurrence changes this time frame.

Lower School Enrichment Program

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

Enrichment programs are Monday-Thursday from 3:30-4:30 (Early Childhood Enrichment is 2:45-3:15 pm). All participating students are escorted from their classrooms directly to the enrichment studios/classrooms at dismissal. Snacks and water are provided.

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

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

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

Birthday Party Suggestions

- Please mail or email all invitations instead of having your child give them out at school.
- We strongly suggest you consider inviting the entire class or a small group of friends to mixed gender parties. If your party is single gender, please invite everyone of that gender.
- Avoid gathering the partygoers after school for transport to the party. Even though this may be easier, it is much better to have the children arrive at the party on their own.
- Children should not bring sleeping bags or other items to school that signal to others they have been invited to a party. This can cause distractions and hurt feelings.
- Please refrain from posting, or letting your child post, pictures from the party on social media if the entire class was not invited to the party. (It is very easy to feel left out when you see others celebrating.) Some families may also request their child's picture not be posted.

Please note: Classroom teachers and students have a specific way of celebrating birthdays in the classrooms. (Please reach out to your child's teacher for more information.) Once a month the kitchen provides a celebratory snack. Summer birthdays are celebrated in June.

Cell Phones

Friends Academy respects that families have differing views regarding their child and the possession and use of a cell phone. Cell phones can be distracting for a variety of reasons which is why cell phones, including smart watches and Fitbits, are not permitted to be used during the school day. Please do not send your child to school with these items, or items that are similar. Please note, Friends Academy does not assume responsibility for any lost, stolen or damaged items. Any necessary communication should be directed to the Lower School Administrative Assistant at extension 230.

Classroom Celebrations

Please reach out to your child's teacher for guidelines if you are interested in celebrating and acknowledging special circumstances or events.

Middle School Guidelines

Absence, Lateness and Early Dismissal

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

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

It is particularly important to be aware of what constitutes an excused absence or lateness to school. Unexcused absences due to extended family vacations outside of the regular school calendar may cause a student to miss important class discussions and assessments and ultimately may affect the student's semester grade. Late arrivals and early dismissals from school interrupt the student's routine and puts the student at risk for missing important class work, assessments, and announcements.

Absences Reporting and Communication

Parents are expected to notify the Middle School Office by email (msattendance@fa.org) or phone (516-393-4239) by 8:30 am if a child will be absent. If parents do not contact the office, the school will call home to inquire. The school nurse and middle school office must both be contacted if the student will be absent due to illness for more than a few days.

Students absent from school are responsible for making up work and assessments that were missed. Students may check Schoology or contact a classmate for information regarding assignments. Upon returning to school, it is the student's responsibility to speak to each teacher to determine a timeframe for completing missed work. For extended illness, the advisor/dean can assist in collecting any materials that would need to be sent home to assist the student.

Lateness Reporting Procedure

Students should arrive on time to school ready to participate in the school day. A student arriving late must sign in at the middle school office. Unless the lateness is due to a late bus, the student should have a written note explaining the lateness or the parent must e-mail the office with an explanation. Lateness without proper explanation is considered unexcused tardiness.

Early Dismissal Procedure

Students who need to leave school before regular dismissal at 3:15 p.m. must bring a note or have their parents call or email the middle school office explaining the reason and noting the pick-up time. The parent must appear in the middle school office to sign out the student. Early dismissal from school due to sickness

must be approved by the school nurse. Instances of an unanticipated early dismissal should be communicated to the school prior to 2 pm to ensure the change in plans is communicated to the student.

Cell Phone/Mobile Device Use at School

From the moment students set foot on campus until the moment they leave campus each day, we expect middle school students to be focused on the challenges of their classes and activities. We therefore do not allow use of cell phones, smartwatches, or other mobile devices during the academic day. Upon arrival at school, student phones and other mobile devices are powered down, collected by the advisor, and secured in the student's advisory room or other teacher-designated location. Parents who need to communicate an essential message to a student during the academic day should contact the Middle School office by email (marian_tobia@fa.org) or by phone (516-393-4239).

Parents are asked to refrain from texting or emailing messages to their children during the school day as it disrupts the learning process.

It is highly recommended that the parent and student discuss after-school plans and/or pick-up arrangements in the morning, before arriving at school. School office phones are available to our students for necessary communication and may be used with adult permission. If a student fails to turn in a phone, smartwatch or other mobile device during morning Advisory, and/or is found using any such device during the day, it will be confiscated, kept in the Dean or Principal's office until the end of the school day, and the student will receive an appropriate disciplinary consequence.

Excessive Unexcused Absences and/or Lateness

As stated in the General Guidelines, absence for illness, a family emergency, or religious observance is excused. Missed work or assessments can be made up without penalty. In the case of absence for other reasons, parents should inform the Principal prior to the absence. Students must speak to teachers in advance of an unexcused absence and make arrangements to make up work. Teachers are not expected to prepare work or assessments in advance of family travel or other unexcused absences. The teachers will inform the student of any missed assessment during the absence and the student should expect to take it immediately upon return.

Daily, full engagement in classes is vital for optimal learning, and expected of all students. Students who miss more than twenty percent of class time due to unexcused absences, chronic tardiness, or frequent early departures from school are in danger of not fully completing the course of study for their current grade level, thereby putting themselves at risk for not advancing to the next grade level. Prior to reaching twenty percent lost class time, parents and student will be notified by the Dean of Middle School Student Affairs and the Middle School Principal.

Middle School Dress Code

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

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

Dress Code is enforced by the grade-level deans and advisors, and throughout the day by teachers and administrators. A student who chooses to attend school wearing clothing listed on our “not permitted” list will be considered “out of code” and may be issued a written warning, and parents may be contacted. Upon an established pattern, a student may not be permitted to attend class, asked to join a focused round table meeting, and/or be put on disciplinary status.

Daily Dress Code

School Keycards are to be worn at all times using the school-provided or other appropriate lanyard.

The only exceptions to this rule are during Physical Education/Athletics, Dance, or other equivalent high-movement activities. During those times, students will follow teacher instructions for safeguarding keycards.

Acceptable Pants: dress or casual dress pants, chinos, khakis, or colored denim (not blue). All items should be chosen with attention to the appropriate fit, length, and coverage to avoid exposing undergarments worn underneath.

Not acceptable: Blue jeans, sweatpants, exercise or spandex pants, shorts, overalls. Leggings may not be worn as pants. Leggings worn with other clothes over them (tunic, dress, skirt) are fine.

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

Not acceptable: Tank tops, spaghetti-strapped tops, “cold shoulder” cutouts, mesh athletic jerseys with or without sleeves, cropped tops, halter tops, t-shirts, baggy shirts, and casual, hooded or sweatshirts with large logos.

Acceptable dresses or skirts: All items should be chosen with attention to the appropriate fit, length, and coverage to avoid exposing undergarments or shorts worn underneath. Crew neck or collared dresses are acceptable with long or short sleeves or sleeveless.

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

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

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

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

Special Event Dress

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

Warm-Weather Dress

Timeline will be announced by Administrators, as needed. Typically, the warm weather dress code is honored in August/September and May/June. Warm-weather guidelines include allowances for dress shorts of modest length (not cargo shorts) and short or long-sleeve dress shirts or collared short-sleeve polo-style shirts. Athletic sneakers or sandals with backs are acceptable.

Casual Dress Days

Casual Dress Days typically the first Friday of the month or as announced by the Principal. In keeping with the core tenets of the dress code policy, students must keep in mind that simplicity and modesty must continue to inform choice in dress. All clothing choices should be clean, comfortable, and appropriate.

Acceptable clothing: Leggings with appropriate coverings (see above), blue jeans, t-shirts (with acceptable language or message), sweatshirts, modest length shorts (mid-thigh or longer).

Unacceptable clothing: military style clothing including camouflage print, spandex, ripped or distressed clothing, pajamas/slippers

Transportation

Morning car drop-off occurs in front of the middle school building beginning at 7:45 am.

Afternoon car pickup occurs at 3:20 p.m. in front of the middle school building..

- You will receive a neon carpool sign on the first day of school. Please display the card prominently on your dashboard during afternoon car pick-up.
- Afternoon car pickup can be congested. Please follow the direction of security personnel and traffic flow. Your child will be called to the appropriate car as you approach the sidewalk in front of the middle school building. **Do not text or ask your child to meet you in the line alongside the middle school building, or in any other unsupervised area. Students who do this will be subject to disciplinary action.** Parents are never permitted to drop off or pick up students on Duck Pond Road.
- In general, afternoon car pick-up in front of Middle School is significantly less crowded between 3:30 p.m. and 3:40 p.m.

Buses

Students arriving by bus in the morning should report directly to the middle school building. In the afternoon, all buses leave from in front of the Dolan Center promptly at 3:35 p.m. every day. Students who miss the bus must inform the Middle School teacher on duty and return directly to the Middle School office to contact the parent to arrange to be picked up at the Middle School. Students wishing to go home with another student on the district-provided bus must get permission from both families, the school, and the bus driver, district or bus company. The school alone cannot give permission to ride another student's bus.** ***Most districts do not allow this.***

Supervision and After-School Guidelines

The School takes the supervision and safety of each child as a primary responsibility in our work each day. Middle School students are supervised after 3:15pm by a teacher or coach only in organized after-school activities (i.e. extra help, athletics, clubs). Students should not be on campus later than 5:30pm on a typical day. The Library is open Mon-Thurs until 5:30 p.m., and until 4 p.m. on Friday. Students planning to use the library must sign in at the library's main desk by 3:45 p.m. Upon arrival in the library, students should settle down to work and stay in the building until they are ready to leave campus, whether being picked up by a parent or walking to the bus area. All school guidelines and rules regarding student behavior remain in effect. Students are expected to communicate their after-school plans with a parent before leaving home in the morning. Students are never permitted to leave campus unsupervised after school. Students who do not comply with this policy will receive a disciplinary consequence.

Late buses begin arriving at approximately 5:00 p.m. It is the responsibility of the parent to ensure that their district provides late bus pick-up service. Students taking the late bus should report to the Dolan Center. A Friends Academy teacher supervises late bus pick-up at the Dolan Center. Students who are being picked up by car may wait either in the Dolan Center or in the lobby of Frost Hall. Both locations have an adult supervisor present. **Students must be picked up no later* than 5:30 p.m. from these locations or if pick-up is later than 5:30, should head to Frost Hall lobby. If for any reason a student cannot be picked up by 6:00 p.m., the parents must contact the Middle School Principal.**

(*Occasionally students have late theater rehearsals or athletic games that extend beyond this time. Parents will be informed by the supervising teacher/coach.)

Snack and Lunch

All students in Middle School receive a school-provided morning snack. For lunch, students have a choice of hot entrees, sandwiches, salad, soup and assorted side offerings in the dining Commons. The dining Commons is also open before school (7:45-8:00) to middle school students wishing to buy breakfast before classes begin. Parent pre-approval is required for all middle school breakfast purchases. Middle school students are not permitted to visit the dining Commons outside of breakfast (7:45-8:00) and their assigned daily lunch period. Middle school students are not permitted to use vending machines located on campus unless accompanied by a parent during an after-school or weekend event.

Academic Program

The Middle School program has been carefully constructed to provide a curriculum that meets the needs of the rapid physical, intellectual, social and emotional growth of early adolescence. The school community is built on trust and mutual respect. Each grade level in the Middle School is guided by a team of teachers who work together to provide a stable and supportive atmosphere. The academic program emphasizes the development of good organizational and study skills, a respect for diverse learning styles, experience in cooperative learning, and the acquisition of interdisciplinary skills. Most importantly, students are encouraged to wonder and take academic risks in a safe and nurturing environment.

Homework

The purpose of homework is to provide students with an opportunity to practice newly-acquired skills, to prepare students for a subsequent class meeting, and to extend student learning beyond the classroom through individual and creative endeavors. Middle School students should expect nightly homework. Parents should help establish a routine and make certain there is a quiet, well-lit place for students to study. Parents may help students get started by reading directions together or discussing a writing assignment but should avoid becoming too involved. Students need to learn to work independently, to “self-start” and, at times, to work through material slowly and with considerable effort. Parent concerns about student progress be directed to the appropriate advisor/teacher to pursue solutions.

Homework is posted each day on Schoology. Students are also expected to use their planbooks as this provides them time management practice while entering daily and long-range assignments, upcoming assessments, and other obligations such as athletic or theater rehearsals or other after-school commitments. Independent reading is seen as a long-term assignment.

Extra Help

Extra Help is a regular component of the middle school schedule, available to all Middle School students, either in groups or individually, and is considered an invaluable way for students to self-assess their own knowledge, formulate questions and practice self-advocacy. Extra help may be voluntary in some circumstances or may be required by teachers in other instances.

Grade Reports to Families

In Middle School, student growth is communicated to families in several ways. Fall conferences involve student, advisor, and parent/caregivers. Conferences offer strategies for academic progress while also celebrating successes. Fall conferences are also goal-setting in nature, to frame the remainder of the academic year. Written feedback throughout the year includes quarterly grade reports and semesterly narrative comments. Ongoing, less formal teacher/advisor communication with families happens yearlong.

Grading

QUANTITATIVE AND QUALITATIVE DEFINITION OF GRADES

A+ (97-100%) Performance demonstrating excellent understanding

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

Guidelines on Incompletes

INC: A grade of INC (incomplete) is applied when graded work has not been turned in by a student by the end of a given marking period. The teacher and student, in consultation with the Middle School Principal, will determine a revised deadline for completing the work. An incomplete will remain on the transcript until the work is turned in. Once the work is turned in, the teacher will calculate the grade for the course and the incomplete will be changed. If a student does not complete the work within the expected time, a failing grade will be assigned to the missing work.

Failure of a course

If a student receives a failing grade at the end of the year in a course, that student may be required to attend summer school (if applicable), receive an approved number of hours of tutoring in that subject area, and/or discuss an academic plan or alternative school placement.

Academic Accountability

Students in Middle School are expected to maintain satisfactory academic progress at all times. Satisfactory progress in Middle School is defined as passing all courses and earning not more than one grade below C for any grading period. When a student is unable to meet these minimum expectations, our goal is to clearly communicate our concern and work collaboratively to create a plan for improvement. A student not maintaining satisfactory academic progress may be placed on a status of Academic Warning or Academic Probation, depending on the level of concern and the patterns established around those concerns. Each of these conditions is defined below. Students not maintaining satisfactory academic progress during the second semester may have their Re-enrollment Contracts withheld.

Academic Warning is designed to indicate a lack of satisfactory progress and serve as a motivation to improve academic performance. Academic Warning will result in conversation(s) with the student, family, and appropriate school personnel to develop a Student Support Plan for improvement.

Academic Probation is defined as a probationary period when, upon the recommendation of the faculty and principal, students have not met the minimum academic standards expected of them. Academic Probation will result in conversation(s) with the student, family, and appropriate school personnel to develop or refine a Student Support Plan for improvement. Academic Probation must be taken seriously and may indicate uncertainty about the appropriateness of the student's placement at Friends Academy.

Referral Process for Academic Concerns

In instances where greater academic support is needed, the school will partner with parents to determine appropriate next steps. Possible pathways include roundtable meetings, weekly check-ins, and considerations of additional learning support.

In roundtable meetings, the student and parent/caregivers partner with the student's teaching team to identify existing strengths, where support is needed, and possible pathways and strategies to build success. Roundtables culminate in a personalized support plan with actionable items for student, school, and parents, with regular follow-up meetings to gauge progress. Actionable items may include: mandated attendance at Extra hHelp, classroom accommodations, weekly academic feedback, adjustments in involvement in non-academic activities, or other resources.

If progress does not readily emerge, after implementing the personalized plan, the team, in cooperation with the learning specialist, school psychologist, and principal may increase measures of formal support within the school. This may include: scheduled times to meet with the school learning specialist, in house testing accommodations, the initiation of informal or private screenings to inform areas of support.

If, after the steps listed above have been adequately explored, the student continues to struggle, the plan of action moving forward would involve formalized evaluation of the student which might include the involvement of the local school district to provide support services or accommodations. The school psychologist, learning specialist and/or principal would meet with parents to explain the evaluation process.

Impact of Attendance on Course Credit

Daily, full engagement in classes is vital for optimal learning, and expected of all students. Students who miss more than twenty percent of class time due to unexcused absences, chronic tardiness, or frequent early departures from school are in danger of not fully completing the course of study for their current grade level, thereby putting themselves at risk for not advancing to the next grade level. Prior to reaching twenty percent lost class time, parents and student will be notified by the Dean of Middle School Student Affairs and the Middle School Principal.

Communication

Open communication regarding student academic progress is encouraged between classroom teachers, advisors, students, and parents. A faculty member or dean may email or call parents to inform them of any concerns, and parents are also encouraged to communicate with the advisor, teachers, or dean if there are any questions or concerns. Email is the preferred form of initial communication with a teacher. Email should be used to pose brief questions. Should the question be more substantive regarding student academic or social matters, email should be used to establish a mutually convenient time for parent and teacher to speak by phone. All communication, either via email or by phone, should reflect the FA fundamental standards of kindness and respect.

To raise a concern or ask a question, the best course of action is to begin with the school adult most closely related to the issue (usually, teacher, advisor, or coach). If additional assistance is required, a parent should then see additional assistance from a dean, principal, or other administrator. Faculty will make every effort to respond to emails or calls within a reasonable amount of time unless unavoidable circumstances make timely replies impossible; for example, calls that immediately precede a weekend, school holiday, or teacher absences.

Student Support Services

Advising

All students are assigned an advisor who provides basic guidance and advice on academic and social issues. During the school year, advisors monitor their advisees' progress. As advocates for their advisees, the advisors work in partnership with the parents to navigate difficulties a student may encounter and to celebrate each advisee's positive growth and achievement. The team of advisors meets regularly to review each advisee's progress. Advisors meet with their group of advisees every morning at 8:00 a.m., just prior to daily Extra Help, and during a regularly scheduled period each week. Individual advisor/advisee meetings are scheduled on an as-needed basis.

For specific academic concerns, the advisor may encourage the parent to speak directly or meet with the appropriate teacher(s) to develop a plan of action to support the student. Alongside the advisor and teaching team, the school psychologist, the learning specialist, and Principal provide academic and social-emotional support for students and families. (Please refer to all-school guidelines, section VI.)

Tutoring

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

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

ACES (Academic Coaching for Educational Success)

Additional learning support services are provided to students through the ACES program. (Please read carefully the section VI on “Student Support Services” to understand the goals of the program.) In the Middle School, students who have diagnosed need, (through the referral process outlined in the previous section), but do not necessarily qualify for support through their local school district, can be scheduled to work with the learning specialist.

Computer Use at Home

Middle school students are issued a school-owned Chromebook for educational use. This device is assigned to the students at the beginning of the year, and returned at its conclusion. Students are expected to bring their Chromebook to school every day fully charged and ready for classroom use. Parents are responsible for providing a wireless internet signal for home use and are responsible for loss or excessive damage to the

device. Students are responsible for adhering to the Friends Academy technology use guidelines. *(Refer to the Friends Academy Guidelines on Academic Honesty, Appendix A and Guidelines on Technology Use, Appendix D.)*

Behavioral Expectations

We assume that students intend to do their best in all areas of school life. Students and their parents are expected to willingly support and adhere to the philosophy, mission, and Fundamental Standards (See Section V) of the school and to the school's standards of behavior and citizenship. Students are supported in understanding the norms of the community through the advising program, advisor and teacher interactions, interventions, and conversations.

Our discipline system is intended to help students understand how their choices can impact others and our community. The goal is learning and growth. Through discussion, the advisor or teacher helps the child identify their mistake, understand the harm that poor decisions create and examine how they can make reparations through reflection, conversation, and serving an appropriate, logical and timely consequence to allow for learning. Parents are an essential partner in all disciplinary matters.

Friends Academy will consider intent, context, impact, relationships, and pathways forward when determining fair and equitable consequences with the purpose to evoke learning, growth, and better future decision-making. A student's age, overall record, truthfulness, and general attitude will also affect the school's response to any disciplinary situation. Additionally, the willingness of the student and his or her family to abide by the consequences set by the school will contribute to the school's assessment of whether the student may remain at Friends Academy. A student who violates a Fundamental Standard must be sure to maintain his or her good standing at Friends Academy thereafter. The school will continue to review the student's overall disciplinary record in determining whether continued enrollment is appropriate. In all cases, the school reserves the right to assess the seriousness or impropriety of any behavior and determine the appropriate disciplinary response.

1. Minor Offenses are generally handled by a student's teacher, advisor, and/or the Grade-level Dean by implementing logical and timely consequences following a conversation to understand a student's intention and self-awareness. Minor offenses are tracked by the Grade-level Dean and reviewed throughout the year. Emerging patterns may call for a roundtable meeting or other type of comprehensive support. Students who do not respond to interventions put themselves at risk for more serious consequences, including disciplinary status, which can put their placement at Friends Academy at risk.

2. Major Offenses include those in which a student violates a Fundamental Standard of the school, particularly related to integrity and empathy (See Section V). Failure to abide by the Fundamental Standards including, but not limited to, lack of integrity, bullying or cyberbullying, lack of respect for peers, teachers, or property, disrespectful or derogatory language, repeated disruptive behavior, dishonesty, cheating, plagiarism, stealing, fighting, vandalism, use* of weapons, drugs, alcohol, smoking or vaping will result in immediate communication between the student, advisor, the Principal, and parents. Depending on the circumstances and the offense, the concern may be referred to the appropriate grade-level team of teachers

to determine consequences or reviewed by a Council composed of the Principal, the Director of Academic and Student Affairs, and Director of Counseling to recommend consequences. Consequences may include a change to Disciplinary Status, a Day of Reflection (In or Out of School), Suspension, Dismissal or other response deemed appropriate. In all disciplinary recommendations pertaining to major offenses, the Director of Academic and Student Affairs and Head of School review the recommendations and approve or modify as needed.

**In all cases involving drugs, vaping, alcohol, or weapons, the school reserves the right to require that the student submit to professional evaluation to determine whether treatment or participation in an abuse assistance and awareness program is necessary. Such evaluation will come from a certified professional approved by the school. The Director of Student Affairs and the Head of School along with the Principal review the case, findings, and determine follow up disciplinary action.*

Examples of Consequences:

- Teacher-student conference
- Round Table discussion
- In-class disciplinary action including removal from class
- Parent/Advisory contact
- Counselor-student conference
- Loss of community lunchtime/ recess privileges
- In-school Day of Reflection/ Suspension
- Out of school Suspension***
- Removal from Class Trips
- Disciplinary Warning* or Probation** (in accord with a disciplinary action plan)
- Expulsion***

***Disciplinary Warning:** A student would be placed on disciplinary warning, and parents notified in writing, for disregard of community norms, either through an egregious act or through an established low level pattern of behavior. Disciplinary Warning is seen as both a motivation to improve behavior and a possible indication that a student's status at the School may be in jeopardy.

****Disciplinary Probation:** A student would be placed on disciplinary probation when, in the opinion of the Student Life Team, s/he has not met the minimum behavioral requirements expected of them through the FA "Fundamental Standards." Disciplinary probation is seen as both a motivation to improve behavior and a clear indication that a student's status at the School is in jeopardy.

*****Suspension and Expulsion:** Separation from the FA Community, either temporarily or permanently, occurs when a student's decision(s) has created a single pathway forward, whereby the student and the community benefits from separation. The Director of Student Affairs, after consultation with the relevant student life team members and Principal, will make a recommendation to the Head of School, who will ultimately make a decision in these cases.

Please refer to the Appendices at the end of the Handbook to review guidelines for the following:

- A – Academic Honesty
- B – Hazing, Bullying and Harassment
- C – Derogatory and Offensive Use of Language
- D – Appropriate Use of Technology (including Social Media)

Dress Code Expectations

Dress Code is enforced by the grade-level deans and advisors, and throughout the day by teachers and administrators. A student who chooses to attend school wearing clothing listed on our “not permitted” list will be considered “out of code” and may be issued a written warning, parents may be contacted, and upon an established pattern, may not be permitted to attend class, put on a disciplinary status, and/ or asked to join a focused round table meeting.

School Trips

Outdoor Education, the community service program, and special cultural events can involve trips to off-campus locations. Whenever students leave campus, whether for a few hours or for an overnight experience, parents are asked to sign a permission slip which will include the date(s), times of departure and return, destination, and purpose of the excursion. If a student forgets to return the permission slip by the appropriate deadline, the student will not be allowed to participate.

Overnight trips provide many beneficial academic and social opportunities. Trips also provide an opportunity for the many new entering students to meet new friends and transition socially to their class. Parents are always invited to attend an orientation for each trip to learn about the program, supervision, and all related trip details. Grade-level trips are part of the school’s academic program and all students are expected to attend. If there are any concerns or questions, the parent should contact the advisor or principal.

Upper School Guidelines

Daily attendance and absences

The school day begins at 8:05 a.m. and ends at 3:10 p.m. Students missing all or part of the day must follow school procedures for absence or leaving school early. Leaving school early without permission is a violation of school rules and will result in disciplinary consequences. All students are expected to arrive promptly at 8:00 a.m. and to meet all scheduled appointments. Students are issued key cards and must swipe them at morning meeting, advisory, or when they arrive to signify they are on campus. Class meetings or advisories begin promptly at 8:05 a.m. and all students are required to attend. Our system (using access cards to identify if a student is present or leaving) allows us to alert students and families when a student has not checked in using the access card.

Lateness

Students “tap in” with their access cards to register their attendance at 8:05 a.m. in designated locations as soon as they arrive – at class meetings, advisories, morning science labs etc. Should students tap in after 8:05 a.m., they are technically late and a conversation will ensue. After 8:15 a.m. students will need to check in with the Upper School administrative assistant in the Upper School Office (room 302) before going to class.

Absences and Early Departure

If a student is absent, a parent is expected to email usattendance@fa.org or call 516-393-4296 no later than 8:30 a.m. Parent(s) should report their name, their child’s name and grade, and the specific reason for the absence, tardiness, or (if leaving early) an early dismissal.

In keeping with the principles of the school, we would expect direct and honest communication from the parent. Students who are absent from school must submit a written excuse (either a note or an email), signed by a parent/legal guardian, within three days of the student’s return to school or their school attendance record will permanently reflect an unexcused absence after this time. (The excuse should indicate the reason for and the date(s) of the absence. Please also note that phone calls to the school notifying staff of a student’s absence that day do NOT replace the need for a written note when the child returns.) If the prolonged absence is for medical reasons, parents will also need to send a medical note to the school Nurse, Frances Dawes (frances_dawes@fa.org).

Class Attendance

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

Denial of Course Credit

Students may not be awarded course credit in a class if they miss more than twenty percent of class time due to excused or unexcused absences, tardiness, or early departures. Class attendance is taken on a

period-by-period basis. The student and parents will receive notification from the principal when a student is in a place where excessive absences are jeopardizing receiving credit for the course.

Upper School Dress Code

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

Standard (Formal) Dress Code during regular school hours

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

Daily Dress Code

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

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

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

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

Acceptable dresses or skirts: All items should be chosen with attention to the appropriate fit, length, and coverage to avoid exposing undergarments during their daily activities. Skirts that do not meet appropriate formal length (i.e. mini skirts) should be worn with opaque leggings underneath.

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

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

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

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

Special Dress Codes

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

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

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

Minor Dress Code Infractions

In cases when a student is found with a minor dress code violation (i.e: untucked shirts or dress that is too short) the student will be asked by adults to “fix” whatever is wrong. Violations will be tracked through Grade Level Deans and written warnings may be issued to the student and/ or parent.

Major Dress Code Violation

Friends Academy views adherence to dress code as part of our community obligations, teaching students the importance of being respectful and responsible to rules and expectations. A student who chooses to attend school wearing clothing listed on our “not permitted” list is considered “out of code” and may result in a written warning to student (cc:d parents), a change in disciplinary status, and the possible need to return home to change. Students who are not in dress code in a given week may also lose the privilege to be in dress down attire for special occasions.

Transportation

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

Students who participate in after school activities must arrange for late bus pick up directly with their district transportation office. A teacher is on duty to supervise late pick up. The teacher in the Dolan Center will remain on duty until the last late bus arrives. After this time, there is no supervision. Students who do not use

late bus service are expected to be picked up no later than 5:30 p.m. **Students are not permitted to leave campus without permission until after their last activity of the day.**

Automobiles on Campus and Senior privileges

Seniors at Friends Academy are expected to demonstrate maturity and responsibility. Therefore we trust our students and recognize their ability to abide by the school rules. Friends Academy will allow students, under certain conditions, to drive to and from school, park on campus, and leave campus before school ends if they follow the guidelines of the senior car privileges requirements. These privileges apply only to senior students who qualify (see criteria below). One of these conditions is parental consent; we urge your careful consideration of the matter and that you review the school's expectations and conditions with your child. Only those students who have a signed permission slip on file will be allowed to drive to school and/or leave campus at designated times by car. All of the school's fundamental rules for behavior apply to senior privileges.

About Driving

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

Protocols for Leaving Campus During the School Day

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

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

Driving and Parking on Campus

Criteria for requesting driving permission: In order for students to receive permission to drive and park a car on campus they **MUST** be seventeen years old and hold a valid New York State Driver's License (Class D) and have completed a **mandatory defensive driving course**. The defensive driving course must be DMV approved and a copy of the certificate of completion must be sent in along with the senior driving permission

form before the opening of school. Students are not permitted to drive to school until they receive written permission through email. **Students who drive to school without proper permission or violate any of our driving rules will have their driving privileges rescinded.**

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

School Parking Lots

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

Seniors must have an approved parking sticker on their vehicle to use the parking lots and should use the designated areas until they cannot find a space, only, regardless of weather conditions or arrival time.

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

Driving Rules

Senior status extends the privilege to drive and park at school but also carries with it a serious level of responsibility. We feel that our seniors, because of their age and experience, should be ready to accept this privilege. The school trusts that students will represent the school, their families and themselves well whenever they are using their cars on or off campus. **Violation of any of these driving rules or expectations will result in the immediate loss of privileges for one week.**

- Student drivers may only drive with one passenger in their car on campus at all times including evening and weekend Friends Academy events. Parents may submit a written request for additional passengers.
- A senior reported driving recklessly on or off campus.
 - Using a Cell Phone – driving and using a cell phone to receive, make calls, without a hands-free device or texting is both a violation of our rules and against the law.
 - Exceeding the speed limit of 3-5 mph in all school parking lots.
 - Ignoring directional markings or traffic signs on campus.
- Track Parking Lot – Important Safety Rule: given the increased traffic during Middle School after school pick up time, we do not open the parking lot gate until 3:30.
- Seniors may not use cars to go off campus during the day or for lunch. We ask that students not extend an allowed appointment during the day to include a stop for lunch.
- Seniors are not to exceed 10 unexcused latenesses to school.

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

Loss of Senior Privileges

Parents and Students accept senior conditional privileges with the understanding that violation of rules, guidelines, protocols or expectations will result in loss of privileges. Response to the violation will depend on the level of seriousness and could include restorative conference, detention, days of reflection, or a change in disciplinary status. The 12th Grade Class Dean will notify parents whenever driving privileges are rescinded or suspended.

- **A Student who loses privileges will not have their privileges reinstated until they have scheduled and met with the Assistant Class Dean and Class Dean.**
- A Student who loses privileges for more than one week can request reinstatement after the second week by having their parent/s email the Class Dean a written request to have their status reviewed. The process to restore senior privileges will include a student conference with the Director of Student Affairs, Class Dean, and Advisor. Prior to the conference the Class Dean will email faculty requesting academic and behavioral endorsement from the student's teachers and the 12th grade advising team.

Juniors Driving During ISP

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

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

Lunch

All students have a choice of hot lunch, sandwiches, salad, soup and assorted side offerings in the dining Commons. The dining Commons is also open before school for students wishing to buy a snack or breakfast before classes begin. For safety reasons, there is no ordering of food from off campus unless supervised by a teacher.

Academic Concerns

Graduation Requirements

Upper School students are expected to carry five courses. A student may take six courses if they have previously applied and been approved by their course counselor and in rare circumstances they can take four courses with specific approval of the Principal.

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

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

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

Minimum Requirements for Graduation:

- **English (four years):** English 9; English 10; American Studies in grade 11; and two semesters of English in grade 12.
- **History and Social Studies (three years):** World History courses in both grades 9 and 10; American History or AP American History in grade 11. Electives are offered to seniors. Four years are recommended.
- **Mathematics (three years):** Algebra, Geometry and Algebra2/Trigonometry are required. For seniors not taking another math course, College Algebra is recommended. Four years are recommended.
- **Science (three years):** Three years of sciences are required. It is expected that students complete Biology, Chemistry, and Physics. Four years are recommended.
- **World Languages and Cultures:** Three consecutive years of one world language is required. Four or more years of one language are recommended.
- **Arts:** One full credit of courses in the arts is required. Two or more years are recommended.
- **Technology:** All students are required to take either one Computer Science course OR one Digital Arts course.
- **Physical Education (four years):** All students are required to take the Physical Education classes unless they are playing on an interscholastic team. All dance classes count toward Physical Education credit.
- **Health (two semesters):** Health courses in grades 9 and 11 are required.
- **Quakerism Practice Core (a semester in each of the following):**

- Transitions in grade 9 and Senior Reflections in grade 12 are required courses. The following commitments are also required of all students:
- **YSOP:** As part of the culminating experience for the grade 10 course, 10th graders take part in an overnight service experience in Manhattan. If a student misses the trip in 10th grade, he/she must make it up in 11th grade.
- **Weekly Quaker Meeting for Worship:** “The most important appointment of the week,” all students are expected to attend Meeting for Worship on Thursday.
- **Service Learning:** At all grade levels, students are expected to do some volunteer work at local agencies.

Independent Service Project (ISP)

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

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

Overnight Experiences

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

The Youth Service Opportunities Project (YSOP): For this required tenth grade trip, students spend an afternoon and a full day in volunteer work helping people who are poor, hungry and homeless. Each trip has small groups of students together to serve homeless and hungry people in various settings. By spending time away from home without the distraction of friends, TV or family, participants can focus their attention on service to others. Students are chaperoned by Friends Academy faculty members.

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

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

Academic and College Counseling

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

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

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

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

Advising

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

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

Course Selection and Drop/Add Guidelines

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

Adding or Dropping a Course; Procedure for Students:

- Pick up a Drop/Add form (outside principal's office) OR print one out from Upper School section of website under Academic Resources.
- Record your name and the course(s) you would like to add or drop (be sure to put them under the correct heading).
- Have your parent(s) sign the form, indicating his/her permission and approval for you to make this change.
- Have a conversation with your teacher(s) regarding the request for a change. Be prepared to defend why this change makes sense for you. Ask your teacher(s) to sign the form, indicating his/her approval of the change. Your teacher may choose not to approve the change. This may be due to the nature of the change or because a class is already too large or too small. It is a teacher's prerogative to make a decision that is best for you as a student and best for the class as a whole.
- If you have approval from both parent and teacher, arrange a time to have a conversation with the Academic Counselor (9-11) or your College Guidance Counselor (12). This is the final signature required to approve the schedule change.

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

Quantitative and Qualitative Definition of Grades

A+	(97-100%)	Performance demonstrating excellent understanding
A	(93-96%)	and application of concepts, high skill level, thorough
A-	(90-92%)	assimilation of detail, originality of thought, and keen insight into the subject.

B+	(87-89%)	Performance demonstrating good understanding and application of concepts, good acquisition of skills, accurate application of details, and some original insight into the subject.
B	(83-86%)	
B-	(80-82%)	
C+	(77-79%)	Performance demonstrating basic understanding of the fundamental concepts of the subject and a consistent attempt to apply the details and skills taught. In spite of occasional conceptual misunderstanding, or flawed or incomplete knowledge, the performance indicates satisfactory preparation to advance to the next level.
C	(73-76%)	
C-	(70-72%)	
D	(65-69%)	
F	(below 65%)	Performance that fails to demonstrate understanding of the fundamental concepts of the subject and/or performance that indicates pronounced lack of knowledge or skill. Achievement is inadequate to allow the student to advance to the next level.
INC		An "INCOMPLETE" will be given when the missing work in question is deemed by the teacher to be an essential component in the term or course. (See below)
P		Indicates a "passing" or "having participated" grade. We do not rank in class nor do we compute grade point averages.

Guidelines on Incompletes

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

Referral Process for Students with Academic Concerns

A student who is experiencing difficulty in a course is encouraged to speak with his/her classroom teacher and/or advisor to determine a plan of action (i.e. extra help) that will enable the student to address the concern. Any student who consistently performs below the "C" level in a course may be referred to the grade-level Class Deans and Academic Assistant Class Deans. Along with the Principal, Academic Counselor, and/or the school counselor or learning specialist, this "academic studies team" will more fully review the overall academic progress of the student and call a Round Table meeting to co-construct strategies with the student that will help the student to proactively meet his/her academic potential.

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

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

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

Academic Accountability

Students in the Upper School are expected to maintain satisfactory academic progress at all times. Satisfactory progress in Upper School is defined as passing all courses and earning not more than one grade below C for any grading period. When a student is unable to meet these minimum expectations, our goal is to clearly communicate our concern and work collaboratively to create a plan for improvement. A student not maintaining satisfactory academic progress may be placed on a status of Academic Warning or Academic Probation, depending on the level of concern and the patterns established around those concerns. Each of these conditions is defined below. Students not maintaining satisfactory academic progress during the second semester may have their Re-enrollment Contracts withheld.

Academic Warning is designed to indicate a lack of satisfactory progress and serve as a motivation to improve academic performance. Academic Warning will result in conversation(s) with the student, family, and appropriate school personnel to develop a Student Support Plan for improvement.

Academic Probation is defined as a probationary period when, upon the recommendation of the faculty and principal, students have not met the minimum academic standards expected of them. Academic Probation will result in conversation(s) with the student, family, and appropriate school

personnel to develop or refine a Student Support Plan for improvement. Academic Probation should be taken seriously and may indicate uncertainty about the appropriateness of the student's placement at Friends Academy.

Tutoring

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

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

Homework

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

Please note that Upper School assignments generally increase in both time commitment and difficulty each year. A freshman can expect approximately 30 minutes of homework per subject per night. Many courses require projects and papers that challenge students to pull together large amounts of information. The habits of regular study, daily review, foresight, and organization are important to establish.

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

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

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

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

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

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

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

Reports to Families

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

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

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

Email is the most efficient method of communication and faculty email addresses can be found on the FA portal. (See Guidelines in Communication below). Parents may also call the Upper School office (ext. 215) to leave a message for a teacher. On occasion, parents and the student will be invited to meet with all the teachers and advisor to review student academic progress and create a plan of action that will help the student meet his/her potential. Grade-level parent-teacher conference nights in late November where parents can meet briefly with classroom teachers are also a good vehicle for communication. This year we are also including a late February advisor-student conference day, with student-led conferences and parents joining advisors to review the year at the outset of the second semester, a time to think about growth and self-reflection as part of our four year program. Please refer to the school calendar to determine the dates for these conferences. We will send more details about each of these learning opportunities to build student understanding, community and partnership connections. Parents receive a mailing that explains how to sign up to meet with a teacher for a conference each time.

Communication

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

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

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

Parents should not hesitate to send an email or leave a message for any faculty member (ext. 215) for quick responses to routine questions, updates, or needs, but note that email is not a good mode of communication for substantive matters regarding a student's academic or social progress, personal or telephone conference is preferred. Faculty will make every effort to respond to emails or calls within a reasonable amount of time unless unavoidable circumstances make timely replies impossible; for example, calls that immediately precede a weekend, school holiday, or teacher absences.

ACES (Academic Coaching for Educational Success)/ Student Study

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

Standardized Testing

The PSAT (Preliminary Scholastic Aptitude Test)

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

The SAT I Reasoning Test

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

athletics and the spring play. It is also a time when some students are preparing for AP exams. Students can retake the SAT exams in October, November, and December of the senior year.

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

The SAT Subject Tests

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

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

The ACT (American College Test)

The ACT Test is developed and administered by a competitor of the College Board. This is an alternate test that can be substituted for both the New SAT I and SAT II tests when applying to colleges. The ACT emphasizes content over reasoning skills and contains four sections: Reading, Writing, Math, and Science (including some physics), and is often considered to be closer to the SAT II tests. It is a test commonly used by students enrolling in public universities in the Midwest and West. The most selective colleges will accept either SAT or ACT tests when a student applies. Students who are more math/science oriented are encouraged to take the ACT in June of the junior year or September of the senior year. Results from ACT tests

in the fall of the senior year cannot be released in time for students who are considering applying Early Decision. To register for the ACT, log on to www.act.org.

Student I.D. Cards

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

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

School Trips

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

Communication and Music Devices

As a caring community we cannot permit devices such as cell phones and air pods/earbuds/headphones to distract us from living in the moment. Our public spaces are intended to foster community spirit and connection. During the academic day, from 8:05 a.m. to 3:20 p.m., the school expects students to focus on the challenges of their classes, engage in their activities and help maintain a school culture where we are open to each other and not distracted by cell phone or music devices usage. We have a moderate approach to cell phone use outside of classes, with designated zones in US buildings (Kumar Wang Learning Commons, Dolan Center), where data usage is allowed, but audio/video calls are not. Students must use headphones rather than playing audio through device speakers. Cell phones are not permitted to be used in classrooms except with the teacher’s explicit permission.

“Friends try to live lives in which activities and possessions do not get in the way of open and unencumbered communication with others and with one’s own spirituality.” –New York Yearly Meeting

Cell Phone Policy

- Permitted for school business (data purposes including checking email) in the library, and classrooms with teacher permission. Cell phones are not permitted for games, social media, texting, and other activities that are not educationally related in the classroom. These activities are

permitted in the Learning Commons so long as they are not disruptive. Violent games are not allowed.

- Phone calls are permitted in offices or classrooms with adult permission.

Music Devices (air pods, earbuds, headphones)

- Permitted in the library and in classrooms with teacher permission.
- The expectation is that students will not wear headphones or earbuds (in use or not in use) in other spaces, including hallways, the Dolan Center and the Quad.

Discipline System

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

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

1. Live with integrity. tell the truth, and act truthfully, regardless of what others may do or say, and encourage integrity in others. Students are expected to show integrity. Students are expected to be accountable for their choices.

Examples of violations (not all inclusive or of equal value):

- Theft, vandalism, or other abuse of school property
- Lying, covering the truth, cheating, plagiarism
- Misbehavior in class, including incessant disruption and improper language
- Possession or use of tobacco, alcohol, marijuana, or other non-prescription substances
- Disrespect in Meeting for Worship

2. Treat everyone with kindness. compassion, and respect, and cultivate kindness in others. Students are expected to respect individuals and their opinions. Students are expected to cooperate and collaborate as team players, both on and off the field. Students are expected to respect the classroom community and the overall learning environment of their classmates.

Examples of violations (not all inclusive or of equal value):

- Tardiness to class or unexcused absence from classes, study halls, lunch, Meeting for Worship, or athletics
- Running or making excessive noise in the hallways
- Violation of individual classroom rules and expectations
- Improper use of technology, including cell phones, as outlined by the required by the Acceptable Use Policy

3. Employ empathy and peaceful resolution of conflict as key lenses and tools through which to see and interact with the world.

Examples of violations (not all inclusive or of equal value):

- Use of disrespectful language towards or about another community member
- Physicality
- Use of technology – text, social media, etc as a hurtful or malicious tool

4. Help to build an inclusive community by standing up to prejudice, bullying, and intimidation and stepping in when others need help. Students are expected to identify and value the gifts, talents, and light in every member of the FA community.

Examples of violations (not all inclusive or of equal value):

- Bullying, in-person or online
- Intentional exclusive behavior towards an individual or a group of individuals
- Expressing opinions or making statements that are degrading or offensive to individuals or groups based on differences

5. Care for our environment, including our shared spaces and resources, and encourage others to do the same.

Examples of violations (not all inclusive or of equal value):

- Chewing gum
- Dress Code violation
- Improper behavior in the commons and lunchroom
- Creating disorder in shared community spaces

Minor Offenses

Minor offenses are generally handled by a student's advisor and/or the Grade Level Dean of Students or Assistant Dean by implementing logical and timely consequences following a conversation to understand a student's intention and self-awareness. Minor offenses are tracked by the Grade Level Dean of Students and the Assistant Dean for Student Life and are reviewed throughout the year. Emerging patterns may call for a round table (a facilitated meeting used to empower the child with strategies to alter behavior moving forward with the support of caring adults), or other type of comprehensive support. Students who do not respond to interventions put themselves at risk for more serious consequences, including disciplinary status, which can put their placement at Friends Academy at risk.

Violation of Respect

When a student is uncooperative or disrespectful to another member of the community,

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

Restorative Meeting

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

Major Offenses

Major offenses include those in which a student violates a Fundamental Standard of the school (See Section IV). A student found to have violated a Fundamental Standard of the school will be referred to the Director of Student Affairs who will determine next appropriate steps. The school reserves the right to make any suspension a matter of record reported to colleges.

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

Examples of Additional Consequences:

- Teacher-student conference
- Facilitate a Round Table Meeting (used to empower the child with strategies to alter behavior moving forward with the support of caring adults).
- In-class disciplinary action including removal from class
- Parent/Advisory contact
- Counselor-student conference
- Loss of community free time
- In-school Day of Reflection or Suspension

- Out of school Suspension
- Disciplinary Warning* or Probation** (in accord with a disciplinary action plan)
- Expulsion

***Disciplinary Warning:** A student would be placed on disciplinary warning, and parents notified in writing, for disregard of community norms, either through an egregious act or through an established low level pattern of behavior. Disciplinary Warning is seen as both a motivation to improve behavior and a possible indication that a student's status at the School may be in jeopardy.

****Disciplinary Probation:** A student would be placed on disciplinary probation when, in the opinion of the Student Life Team, s/he has not met the minimum behavioral requirements expected of them through the FA "Fundamental Standards." Disciplinary probation is seen as both a motivation to improve behavior and a clear indication that a student's status at the School is in jeopardy.

Counseling Response to Health

Mental Health and Wellness

Any student who may have concerns about his or her mental health and wellness may seek confidential help through the School Psychologist. The School Psychologist and other involved school personnel will maintain the confidentiality of conversations with students unless:

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

In some cases, the School Psychologist may require an evaluation of the student be conducted by a professional provider approved by the school. Based on the internal and external assessment and conversations, an action plan will be put into place. This may mean having ongoing outside support and/ or therapy to maintain functionality as a fully contributing member of the FA community.

Substance Abuse Issues

Friends Academy is a Drug, Tobacco (in any form), E-cigarette, Vaporizing devices and Alcohol free school. Use and or possession of these substances/products/devices are prohibited anywhere on the campus or at student trips, events, or a function is a violation of school policy and may also constitute a crime.

Our policies are meant to ensure an environment free from addictive practices. The school understands that causes for substance use and addiction are varied and complicated. Therefore all school responses to such acts will contain steps designed to help students discontinue such harmful patterns of behavior.

Drug and Alcohol Policy

Any student who is found in possession of or under the influence of drugs or alcohol will be immediately separated from the community for a period of no less than one week. As a condition of continued enrollment the student will:

- Serve a suspension for a minimum of five days.
- Immediately meet with a certified professional referred by our school psychologist.
- The student will be required to undergo appropriate medical tests designed to detect the use of drugs or alcohol, with results going confidentially to the school psychologist and the student's family.
- Based on the evaluation and testing abide by an appropriate treatment plan that will include ongoing counseling and random testing paid for by the family.
- Students will be placed on Disciplinary Warning which means a second violation of this policy would most likely result in dismissal.

If a family chooses not to abide by our Drug and Alcohol Policy, it will result in the student's dismissal.

Tobacco Policy (Includes all forms of Tobacco, E-cigarette, and Vaporizing substances and devices)

The school recognizes the addictive and detrimental nature of nicotine. Therefore any student found in possession or using tobacco will be given the following response:

- Immediate Day of Reflection.
- Parent conference
- Mandatory participation in a smoking education program or cessation program
- Discipline Warning or Probation. A third violation could result in dismissal.

Selling/Distributing/Buying

A student found to be selling, distributing, buying, (giving away, offering or trading) alcohol/drugs, or anything passed off as drugs on the way to or from school, at school, before, during or after a school-sponsored event, the student will be dismissed immediately. The parents will be notified and the police may be contacted.

Safe Harbor Policy

A student, who believes they may have an alcohol or drug problem, or any student or staff member who believes a student may have an alcohol or drug problem, may seek confidential help through the School Psychologist/Director of Counseling. The Safe Harbor Policy ensures access to support help without fear that the information shared in confidence will be used to pursue disciplinary action. The Director of Counseling and other involved school personnel will maintain the confidentiality of conversations with students unless:

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

In all cases involving serious health risks the school psychologist will take the following steps:

- Immediately notify parents who will come in to school immediately to meet with the school psychologist and division principal.
- Student will be placed on medical leave for a period no less than three days and until the following has taken place:

1. The student must be evaluated by a certified professional referred by our school psychologist.

2. The student will be required to undergo appropriate medical tests designed to detect the use of drugs or alcohol, with results going confidentially to the school psychologist and the student's family.
3. Based on the evaluation and testing abide by an appropriate treatment plan that will include ongoing counseling and random testing paid for by the family.
4. The family (including the student) must sign off to agree to abide by the prescribed treatment plan including submitting to periodic drug or other appropriate testing to be monitored by the Director of Counseling.

A family that chooses not to cooperate by refusing to abide by our Drug and Alcohol Policy may result in the student's dismissal.

Appendix A

Academic Honesty Policy

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

Authorized Help

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

Unauthorized help/plagiarism

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

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

Cheating

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

- Bringing in, having available, or using unauthorized material or electronic devices during an evaluation.
- Soliciting help from a fellow student during a quiz or exam.
- Looking at another student's paper during an exam.
- Copying evaluated homework.
- Collaborating with others on an assignment without the explicit permission from the teacher.
- Using any portion of someone's else's assignment and submitting it for credit.
- During an assessment, looking at one's own annotations in books without a teacher's permission.
- Making multiple submissions (submitting the same work to two instructors without their permission). This includes submitting the same work to instructors in different years.
- Fabricating or making up data, results, information, or numbers.

- Enabling academic dishonesty (helping others to violate a teacher's academic guidelines). Examples include, but are not limited to the following: sharing test questions or answers (without faculty permission), completing an assignment for someone else, providing written papers for others, and allowing or assisting others to copy answers.

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

Appendix B

Guidelines on Hazing, Bullying, and Harassment

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

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

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

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

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

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

ethnic group sexual orientation, marital status, family composition age, economic circumstance, disability, school performance, physical characteristics, medical condition, or any other status or classification protected by law and that is placed on walls, bulletin boards, or elsewhere, or circulated or displayed anywhere at Friends Academy; or

- "Jokes," "pranks" or other forms of "humor" that are demeaning or hostile with regard to actual or perceived race, color, creed, religion, religious practice, gender, national origin, ethnic group, sexual orientation, marital status, family composition, age, economic circumstance, disability, school performance, physical characteristics, medical condition, or any other status or classification protected by law.

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

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

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

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

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

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

1. Deal with the harassing or inappropriate conduct immediately, advising the person that you feel the behavior is inappropriate and that you want it to stop;

2. If you prefer not to discuss the matter with the person behaving in that manner, or if the person fails to stop this conduct when asked, you should report the incident immediately to the Head of School, Dean of Students, or any teacher or administrator to whom you feel comfortable reporting the matter.

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

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

Appendix C

Derogatory and Offensive Use of Language Guidelines

Derogatory language is comprised of words that tend or intend to detract, denigrate, disparage or belittle and can often be considered uncomfortable, harmful, offensive and/ or threatening. For the purposes of this policy, “threat” refers to conduct which is intended to harass, harm and/ or alarm another person because of identity-based characteristics. Derogatory language may include slurs, stereotypes and/or negative references to ability, biological sex, body size/shape, ethnicity, gender identity, race, sexual orientation, socioeconomic status, and religion. Language that is used to denigrate, belittle, or offend; considered hurtful toward any one person or group of people; or in any way adversely affects the school and/or members of the school community, whether spoken, written or shared using text mobile devices and/or social media (e.g. private or public messages or postings on social networking sites like Facebook, Twitter, Instagram, Snapchat, etc.), is not acceptable and will be addressed according to our Student Life Guidelines.

Friends Academy will treat all suspected or confirmed violations of this policy as serious matters that deserve a prompt and thoughtful response. As a community, we are committed to ongoing conversation and education about the evolution and use of language and its impact. However, hate speech of any kind is not acceptable and will result in immediate disciplinary action, up to and including possible separation from the community. This policy extends to and includes any such communication, image or illustration that is prepared or originates off school grounds and adversely impacts the educational environment at school. As such, Friends Academy exercises its right to discipline students for such misconduct, regardless of where the misconduct occurred, when it has a detrimental effect on the health, safety or welfare of the student, of other students, of the school or of school personnel.

Anti-Bias/ Anti-Prejudice Reporting Policies and Response Protocols*

The Friends Academy school community comprises and celebrates multiple forms of diversity, including but not limited to *ability, biological sex, body image/size, ethnicity, gender identity, learning styles, nationality, race, religion, sexual orientation, and socioeconomic status*. In order to fully live our Mission, Friends Academy believes that any manifestation of behavior that can be identified as biased and/ or prejudiced must be recognized and responded to in a way that honors the individual(s) involved and the greater community.

Behavioral biases are defined as “wrong and potentially damaging actions caused by attitudes or stereotypes that affect our understanding, deeds, and decisions, either consciously or unconsciously.” According to the Institute for Democratic Renewal and Project Change Anti-Racism Initiative, A Community Builder's Tool Kit, **prejudice** is defined as “pre-judgment or unjustifiable, and usually negative, attitude of one type of individual or groups toward another group and its members. Such negative attitudes are typically based on unsupported generalizations (or stereotypes) that deny the right of individual members of certain groups to be recognized and treated as individuals with individual characteristics.”

According to research considered by the United Nations Educational, Scientific and Cultural Organization, the most effective way to combat bias and racism is through education. Friends Academy is committed to

establishing a recording and tracking system for bias and prejudice as well as adopting measures to attend to those subjected to bias and/ prejudice. Finally, our approach to countering this behavior in the future includes ongoing, purposeful and targeted educational responses that are aligned with our Mission and student life approach.

Procedure for Responding to Bias and/or Prejudice Incident

1. Anyone who witnesses an incident of bias should report the incident in person or in writing as soon as possible to a student's class dean or any other administrator who is part of the student life team (Principal, Director of DEI, Assistant Head of School).
2. The student life team member would then
 - a. Prioritize the safety and care of the reporter and/ or impacted individual(s).
 - b. Intervene (if possible and appropriate; i.e. stop the act, separate the individuals involved etc.)
 - c. Inform the Director of DEI
3. The Director of DEI will:
 - a. Invite the reporter, witness and/ or impacted individual(s) to complete an optional preliminary information form in partnership with the Director of DEI
 - b. Ensure that the reporter, witness and/ or impacted individual(s) are safe and parents are informed
 - c. Work with the division principal and other senior administration, up to and including the Head of School, to discuss action steps
 - d. Conduct interviews as appropriate
 - e. Complete the Anti-Bias/ Anti-Prejudice Reporting Form*
 - f. In conjunction with other key stakeholders, make recommendations regarding any necessary discipline action, education and restoration for all students impacted by the incident
4. The Director of DEI in partnership with other relevant administrators and deans will:
 - a. Communicate appropriately with internal and external stakeholders that may have been impacted by the incident (ie. parents, alumni, greater community)
 - b. Design and facilitate a plan and/ or program that provides for public learning, collective healing and empathy-building for those impacted by the incident
 - c. Director of DEI will provide end of year report to Division Director group and Head of School

Friends Academy reserves the right to respond to bias and/ or prejudice through a variety of methods, including disciplinary action. Facilitated self-reflection, formal written cautions, restorative practices, ongoing training and education, empathy-building practices, and formal warning and probation statuses may result from such a behavioral choice.

*These reporting policies and response protocols include but are not limited to: ageism, classism, gender & sexuality identity prejudice, racism, religious prejudice, sexism, and xenophobia.

Appendix D

Guidelines on Technology Use

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

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

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

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

Responsibilities of Network Users

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

acting as the authorized agent of a group recognized by Friends Academy, as coming from the group you are authorized to represent.

7. You must adhere to the rules of copyright. Network users must respect all copyright issues regarding software, information, and authorship. All material on the network should be assumed to be copyrighted. No material is to be downloaded for the purposes of duplication. (Refer to the Friends Academy Guidelines on Academic Honesty, Appendix A.)
8. If you create or maintain electronically stored information that is important to your work or to Friends Academy in general, you are responsible for making frequent backups of the information.
9. You must not attempt to decrypt or translate encrypted material, or obtain system privileges to which you are not entitled. Attempts to do any of these things will be considered serious transgressions.
10. If you encounter or observe a gap or weakness in system or network security, you must report the gap or weakness to the Technology Department. You must refrain from exploiting any such gaps or weaknesses in security.
11. You must be sensitive to the public nature of shared facilities and take care not to display on screens in such locations images, sounds, or messages that could create an atmosphere of discomfort or harassment for others. You must also refrain from transmitting to others in any location inappropriate images, sounds, or messages that might reasonably be considered inappropriate.
12. You must avoid tying up computing resources for game playing or other trivial applications and printing excessive copies of documents, files, images, or data. You must refrain from using unwarranted or excessive amounts of storage. You must be sensitive to special needs for software and services available in only one location (e.g. scanning and video editing), and cede your place to those whose work requires the special items.
13. You must not prevent others from using shared resources by running unattended processes or placing signs or devices to "reserve" them without authorization. Your absence from a public computer or workstation should be no longer than warranted by a visit to the nearest restroom. A device unattended for more than ten minutes may be assumed to be available for use and any process running on that device terminated. You must not "lock" a workstation or computer in a way that restricts access to others.
14. You must not copy any programs or data that have been obtained under contracts or licenses by Friends Academy.
15. You should be aware that there are federal, state, and sometimes local laws that govern certain aspects of computer and telecommunications use. Members of the Friends Academy community are expected to respect these laws, as well as to observe and respect Friends Academy rules and regulations.

Personal Computers on Campus

Students in grades 9-12 are required to bring personal computers (laptops, notebooks, or tablet computers) to campus for academic use. It is fully expected that use of personal computers on campus will follow all rules spelled out in the above guidelines and will be respectful of all students, faculty, staff, and the school's Quaker principles. The decision to allow a student to use a computer during class is at the discretion of the classroom teacher.

Technology Use in the Library

The Kumar Wang Library is a place for academic study and interpersonal connection. Students using computers in the Library, those provided by the school or their own, are expected to use good judgment about both content and time management.

Use of Social Media

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

Friends Academy reserves the right to monitor social media for language and images that are not consistent with school guidelines and philosophy. Should a student have inappropriate material on his/her social media sites, the school will contact the parents and ask their help in removing the inappropriate material. It is also possible that the school may respond with a disciplinary response.

Appendix E

COVID-19 Handbook Addendum

This document sets forth policies that are specifically applicable to students' enrollment at Friends Academy during the 2021-2022 school year. The policies set forth in this addendum are intended to either supplement or supersede the School's existing policies as listed in the Parent and Student Handbook. Therefore, if a policy in the Parent and Student Handbook conflicts with a policy in this addendum, the policies in this addendum shall govern.

About the Handbook and This Addendum

The Student and Parent Handbook and this Addendum are intended as a general guide for families to the policies, procedures, and personnel at Friends Academy. Please take the time to carefully review the Handbook and this Addendum, including reviewing it with your children. It is important that families understand the School's expectations and policies, and that families know to whom they can direct their questions or concerns.

Please understand that the Handbook and this Addendum are intended only to highlight current policies, practices, and procedures. The policies and procedures set forth herein are intended as general guidelines—specific situations may call for handling a matter in a manner different from that described herein, depending upon the particular facts and nature of the situation. However, it would be nearly impossible to review every element of every policy, or every possible scenario and outcome. Rather, this Handbook serves as a series of policy summaries to keep your family better informed.

In addition, circumstances will require that the policies, practices, and procedures described in the Handbook and this Addendum may change from time to time. Friends Academy reserves the right to modify or change any or all such policies, practices, and procedures in whole or in part, at any time, with or without notice. Friends Academy will make every attempt to give timely notice of substantive changes in policy. Should events which are beyond the school's reasonable control and which occur without its fault or negligence necessitate a closure, delay, or modification of its educational programs and activities, the family's obligations as outlined in the Handbook, in this Addendum, as set forth in the Enrollment Agreement, and/or as otherwise established by Friends Academy shall continue. Friends Academy shall not be liable for any failure, delay, or modification of its programs or activities. Friends Academy reserves the right to make modifications to the school year as necessary to account for any time lost due to any closure or delay, including without limitation the following: extending the school year for a period of time equal to the time lost due to any delay; conducting classes via distance-learning; and/or scheduling weekend classes. Possible events which could necessitate closure, delay, or modification as described above include, but are not limited to, acts of nature, fire, pandemic, U.S. Government restrictions, wars, and insurrections.

Modifications to the School's Programs, Curriculum, and Activities

Due to the COVID-19 pandemic, the School may make modifications as necessary to promote health and safety, including bus and carpool, arrival and dismissal times, lunch and snacks, after-school care and activities, interscholastic sports, clubs, and tutoring. On-campus volunteer opportunities, as well as classroom parties, assemblies, large gatherings, and other in-school events may also be limited or cancelled at the School's discretion to help prevent the spread of COVID-19 on campus. The School will provide as much advance notice of such changes to parents as possible. In enrolling their child at the School, Parents represent that their decision is not contingent upon any particular program, curriculum, employee, or enrollment level, and understand that the School retains the right to change the School's programs, curriculum, or workforce at its discretion.

Student Attendance

Unless otherwise directed by the Division Director or the Head of School, the School's normal attendance requirements and absence notification procedures shall continue to apply at all times during the 2021-2022 school year, including during any periods of distance-learning.

Dining Hall, Lunch, and Snacks

Early Childhood will bring lunch from home and eat in their classroom or outside at appropriately spaced distances. Lower, Middle, and Upper School students will eat in the cafeteria or at picnic tables outside under a large tent. Lunch times and spaces are arranged to maximize spacing and avoid crossover between grades. Students must wear masks except when seated and eating.

Visitors

In accordance with guidelines, visitors to campus will be limited to visits that are core to the mission of the School or essential to conduct business. All indoor visits will be limited to small groups or individual families. Larger gatherings, including parent meetings, will be held outdoors (under a tent) when feasible, or over Zoom when not. All approved visitors must comply with the School's protocols when on campus.

Student Participation in Virtual Learning

From time to time the School may be required to hold all or some classes remotely via distance-learning. During periods of virtual learning, the School will be utilizing Google Meet and Zoom and School course pages to conduct lessons remotely. Students will participate virtually in their classes, communicate with classmates, teachers, and other School employees, and receive other support services they ordinarily receive from the School, including individual and group meetings with teachers, advisors, and other forms of academic support. Students will have access to learning platforms by using their school-issued email address.

Virtual learning will take place during regular school hours. While distance learning, students should check in with all of their classes for that day by e-mailing and/or responding to teachers and advisors at least once per day. If a student is ill or cannot participate in a school day in any way, a parent should follow the regular absence policy.

The education provided by the School through Virtual Learning is considered a continuation of the School's educational program. The rules and responsibilities of the student are the same as if the student was participating in learning on-campus. Students are expected to attend scheduled online meetings in a timely manner, prepare in advance for the lesson and participate in a meaningful and respectful manner. Students must follow regular procedures for tardiness and absences during periods of distance learning.

Students should participate in virtual learning in a learning environment and should be mindful of their background setting, dress and appearance. Tests, assignments, and other assessments that may be performed will count towards a student's grade in the same manner as if it had occurred when distance learning was not in effect. As applied at all times, students are expected to do their own work in compliance with the school's rules related to cheating, plagiarism or other violations of the School's honor code.

Friends Academy's Student and Parent Handbook, including but not limited to the acceptable use policy, bullying and harassment policies, and other policies and procedures related to electronic communications, shall apply to students' participation in distance-learning classes. Parents are expected to communicate these responsibilities to their child(ren) and ensure that their child(ren) comply with all School policies while participating in distance learning.

Virtual learning will be conducted both asynchronously and through live instruction and interactions through online platforms, which may be recorded by teachers for educational purposes and may be shared with other students or employees of the School. As a result, students' images, likenesses, or voices may be recorded while participating in distance learning via Google Meet and Zoom. Visiting students may be invited to audit a distance learning class with prior approval from the admissions office, and recordings and images may be shared for recruitment, marketing or admissions purposes. Recording of the class or other on-line interactions with a student or students is not permitted in any manner by anyone other than a representative of the School, absent prior written permission in writing from the Head of School. Failure to comply with this restriction may result in disciplinary action of the student, including but not limited to removal from the school.

In limited circumstances, one-on-one video communication may take place when a group meeting or e-mail is not sufficient. All one-on-one video communications must take place during the hours of 8 a.m. – 4 p.m. M-F using the online platform provided by the School and should be scheduled in advance whenever possible. These meetings will not be recorded and will take place with prior email notification to the student's parent(s)/guardian(s).

Parents understand that distance learning classrooms are designed to replicate or extend the in-person classroom environment in a virtual setting to the extent possible. While we understand students may be in shared spaces while engaging in distance learning, parents and other students or adults in the household should refrain from joining or auditing classes unless invited by the teacher.

While minimal, there may be risks related to the use of online platforms. Parents may review the Privacy Policy and Terms of Use for [Google Meet](#) and [Zoom](#). The School's privacy policy can be found [here](#). Students' participation in distance learning, serves as their parents' acknowledgment and understanding of the distance learning program and agreement to the terms and conditions of the program and the obligation to comply with the guidelines as described in this policy.

Return-to-Campus Policy for Students

COVID-19 has been declared a worldwide pandemic by the World Health Organization. While COVID-19 is highly contagious, the School is taking precautions and implementing safety measures to prevent the spread. All members of the School community have a shared responsibility to support and comply with policies and protocols to protect the health and safety of our community.

The purpose of this Return-to-Campus Policy (the "Policy") is to outline the safety measures that students and their families will be expected to adhere to as they return to campus. In addition to this Policy, the School has also developed and implemented COVID-19 Safety Protocols and Procedures (the "Safety Protocols"), which can be accessed [here](#). The Safety Protocols more fully detail the measures that the School is putting in place to mitigate the risk of the spread of COVID-19 as the School reopens its campus. To prepare both this Policy and the Safety Protocols, the School reviewed guidance issued by the following: Centers for Disease Control and Prevention, and the New York State Departments of Health and Education.

Both this Policy and the Safety Protocols may be revised or updated from time to time, as necessary or appropriate and in consideration of the guidance and recommendations of the resources identified above. This Policy and the Safety Protocols, as revised from time to time, will be in effect from August 31, 2020 until otherwise rescinded by the Head of School. Parents, and students when age appropriate, are expected to read, understand and adhere to this Policy and the Safety Protocols. Parents are expected to ensure their child(ren) understand what is expected of them. Failure to comply with this Policy or the Safety Protocols may result in a student being sent home, disciplinary consequences and or the removal of a student and his/her family at the discretion of the Head of School. Parents who have questions about this Policy or the Safety Protocols should contact Ken Ambach, Incident Command Team Interim Leader.

While on Campus

- **Daily Screening:** Parents/Caregivers are the first line of defense against sick children coming to school. Prior to arriving on campus every day parents/caregivers should take the temperature of their child(ren) and check them for any COVID symptoms. Students with a temperature of 100.0° F or more or that show other symptoms may not come to campus and must report their absence.
- **Students Who Show Symptoms While on Campus:** The School may periodically check the temperature of students on campus. If a student presents with a temperature or other symptoms of COVID-19 while on campus, the student will be isolated and the contact on record will be notified. The student must be picked up within one (1) hour of receiving a call from the School, if necessary.
- **Face Masks:** Students must wear a face mask at all times while inside school buildings. Mask wearing is optional outdoors. Students are expected to know how to properly use and remove a face mask.

Students must arrive at campus with their mask and may choose to use either cloth or surgical masks. If students are using fabric masks, the mask must be cleaned regularly. Students needing a medical accommodation should contact Kim Palmer, Coordinator of Health Services.

- **Social Distance:** While on campus, maintain a social distance of three feet from other students, whenever possible.
- **Proper Hygiene:** Students must wash hands frequently throughout the day, for at least twenty seconds, including before and after meals and after using the restroom. In addition, the School will ensure that there is hand sanitizer, paper towels, tissues, and other supplies available throughout the buildings. Students are expected to cover their mouth and nose with a tissue when coughing or sneezing, or cough or sneeze into their elbow. Students are expected to avoid touching their eyes, nose or mouth.
- **Flu Shots:** All students attending on-campus classes during the 2021-2022 school year are expected to receive a flu shot.
- **Vaccines:** All students must receive all vaccinations required under state law.
- **Students' Personal Items:** Students are expected to limit the number of items brought onto campus each day and follow the policies around sharing of food, supplies and other items with fellow students.
- **Medical Forms and Emergency Contacts:** Parents must complete and submit all required student medical forms prior to the first day of school. Parents must provide at least 2 emergency contacts who are able to pick up their child(ren) from the School within one (1) hour of receiving a call from the School.
- **Comply With Posted Signage:** Students must adhere to all posted signage, including those directing social distancing, use of elevators and common spaces.

When to Stay Home

Students who have a temperature as indicated above, are experiencing symptoms of COVID-19, have tested positive for COVID-19, and/or have been exposed to someone with COVID-19 should stay home as outlined below, or as otherwise directed by the School, local health department and/or their health care provider.

Students who are required to stay home under this policy must notify the FA Health Office at COVID19@fa.org, and consult a health care provider. Additionally, and prior to a student's returning to campus, the School must receive a written statement from a physician indicating that the student is safe to return to School.

- **Symptomatic and/or Positive Test:** Students who shows symptoms of COVID-19 and tested positive for COVID-19 must consult a health care provider and must stay home until:
 - 10 days since symptoms first appeared and
 - 24 hours with no fever without the use of fever-reducing medications and
 - Other symptoms of COVID-19 are improving. (Loss of taste and smell may persist for weeks or months after recovery and need not delay the end of isolation.)

- **Asymptomatic and Positive Test:** Students who did not show symptoms of COVID-19 but did test positive for COVID-19 must consult a health care provider and must stay home until:
 - 10 days have passed since the student had a positive viral test for COVID-19.
 - Most people do not require testing to decide when they can be around others; however, if the student’s healthcare provider recommends testing, they will let the student know when they can resume being around others based on the student’s test results.
 - If a student develops symptoms, follow the guidance for Symptomatic and/or Positive Test above.
- **Close Contact:** Anyone who has had close contact with someone with COVID-19 should stay home for 10 days after their last exposure to that person.

However, anyone who has had close contact with someone with COVID-19 and who:

- developed COVID-19 illness within the previous 3 months and;
- has recovered and;
- remains without COVID-19 symptoms (for example, cough, shortness of breath);
- does not need to stay home.

“Close Contact” includes the following:

- The student was within 6 feet of someone who has COVID-19 for at least 15 minutes.
- The student provided care at home to someone who is sick with COVID-19.
- The student had direct physical contact with someone who is sick with COVID-19 (touched, hugged, or kissed them).
- The student shared eating or drinking utensils with someone who is sick with COVID-19.
- Someone who is sick with COVID-19 sneezed, coughed, or somehow got respiratory droplets on the student.

Right of the School to Require Additional Testing/Home Isolation

If the School is concerned about the health of a student, the possible exposure to COVID-19, a concern that other elements of this Policy or the Safety Protocol have not been followed, the School reserves the right to require the student to either (1) be tested for COVID-19 and provide proof of a negative test before returning to campus or (2) remain off campus for 10 days.

Expectations for Families While Not on Campus

- **Adhere to Social Distancing Recommendations:** Students and families are expected to adhere to any and all social distancing guidelines while not on campus to minimize the risk of contracting COVID-19 as well as reducing the risk of exposing employees and/or students to COVID-19. To help reduce the risk of COVID-19 exposure at the School, the School asks all families to limit their attendance at gatherings, events, and other activities to those where social distancing can be maintained. Families and students should avoid hosting or attending large gatherings where proper social distancing measures are not feasible. Students and their families are further expected to

adhere to any restrictions included in any Executive Orders issued by the Governor, or other restrictions or recommendations issued by the CDC and state and local agencies.

- **Practice Good Hygiene:** Families and students are expected to practice and reinforce good hygiene practices at home.

Privacy

The School respects the right to privacy of any student who has a communicable disease, including COVID-19. All student records or information regarding communicable diseases will be confidentially maintained by the School Nurse. The student's medical condition will be disclosed only to the extent necessary to minimize the health risks to classmates, employees, and the greater School community.

Voluntary Participation

Parents understand that the Student's return to campus is voluntary, and that the School has made available alternative distance-learning plans for those students who do not wish to return to campus due to the COVID-19 pandemic. By sending their student to campus, parents acknowledge that the Student is in good health and is able and willing to attend campus at the School during the 2021-2022 school year.

Assumption of Risk

COVID-19 is extremely contagious and is believed to spread by person-to-person contact; and, as a result, federal and state health agencies recommend social distancing and various other measures to mitigate the risk of contracting the virus. The School has implemented reasonable preventative protocols, policies and procedures designed to reduce the spread of COVID-19. Students and their families are expected to adhere to these protocols in order to reduce the risks of contracting or spreading the virus at the School.

Despite the Safety Policies and other measures in place to mitigate the risk of transmission of COVID-19 on campus, there are inherent risks that students and/or their families may become infected with COVID-19 due to the student's participation in in person classes at the School. These risks include, but are not limited to, the following: exposure to COVID-19, becoming infected with COVID-19, or becoming a symptomatic or asymptomatic carrier of the virus. It is possible that a student is already an asymptomatic carrier of the virus before and that the student may infect other students, employees, or other individuals at the School as a result of their attendance. Any person who receives a positive diagnosis of COVID-19, including a student or their family member, may encounter extended quarantine/self-isolation, additional tests, medical care, hospitalization, other potential complications, and the risk of death. By allowing their child(ren) to come to campus for any reason, parents understand, acknowledge and voluntarily assume these risks on behalf of themselves and the student(s).