

# BarrieSchool

## Family Guide

*Revised October 21, 2021*

Please take time to read this guide and discuss the contents with your children where appropriate. The Barrie School Parent and Student Handbook is reviewed annually and we continue to benchmark our practices to those recommended by independent school associations.



*The policies, rules, and regulations in this handbook apply to all families and their students enrolled at Barrie School. It is the individual's responsibility to be aware of these policies and conduct themselves accordingly as members of our community. The school reserves the right to amend these policies with or without notice. Any policy changes during the current academic year will be posted on the school's web site. If you have questions about the Parent and Student Handbook or about the policies contained in this publication, please contact your Division Head or the Head of School.*

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# School-Wide Policies

## Family Covenant

At Barrie School, we want to partner with families and keep them engaged as a valuable part of the larger community. We welcome a culture of questioning and deliberation as we seek to grow as a learning organization. We ask families to sign a family covenant acknowledging their vital role within our community.

The covenant states: *I understand that all members of the school community must behave in a way that supports the Mission and Core Values of the school.*

Thus, while a parent/guardian of a child enrolled at Barrie School I/we agree to:

- Abide by school rules and policies and support the mission of Barrie School.
- Support the growth of a positive community by being inclusive and embracing diversity.
- Actively communicate with other members of the school community respectfully, openly, directly, promptly and constructively without resorting to gossip and rumor.
- Model respectful behavior for my children and others and exemplify kindness, inclusion and honesty.
- Support the school through volunteerism and be an active participant in opportunities to build community for families.
- Commit to reading and responding to oral and written communication from the school, including weekly newsletters, ParentSquare notices, Parent and Student Handbook, website postings, and direct emails.
- Support the security procedures of the school at all times.
- Support traffic safety on campus by observing posted speed limit and parking signs and not using a cell phone while driving on campus.
- Support my own child's car safety by ensuring appropriate car seat and seat belt use in vehicles in which he or she travels.
- Support the Annual Fund either as a direct financial contribution or as a volunteer in support of the Annual Fund.
- Be open to sharing my interests and talents with the Barrie community.

Your signature indicates that you will adhere to the items listed in the above Covenant, the Parent and Student Handbook, and the Enrollment Contract.



# General Policies

## Appropriate Dress

Barrie School students and families are expected to respect the diversity of our community by wearing clothing without pictures, symbols, or words that may be offensive to others.

Students are encouraged to wear simple, clean, neat, and comfortable clothing which allows students to participate fully in school programs and closed-toed shoes that are playground-safe.

Please check the weather forecast to ensure your student is dressed appropriately for both indoors and outdoors. We take advantage of being outside on our beautiful campus most days, including rain and snow, unless the weather is severe. Students walk to and from Specials and need proper gear to do so.

Students should wear:

- Layers of clothing to maximize flexibility and comfort
- Raincoats and rain boots
- Snow pants, mittens, hats, and snow boots
- Sneakers for Physical Education
- Middle and Upper School students are expected to:
- Cover private parts, buttocks, and torso.
- Not display offensive or inappropriate language or images on clothing
- Dress to participate in all school activities

## Events

Barrie School offers a rich array of events for parents! Each year, Barrie publishes a school year condensed calendar for quick reference to school days, breaks, and school-wide events. An online calendar with details of division-specific events is also available. Division heads and classroom teachers provide information specific to each event so that parents can make informed decisions on which events are essential to attend as well as traditional or relevant to the family.

## Financial Aid

Each year, the Board of Trustees designates funds to assist families whose resources would prevent them from enrolling their children at Barrie School. We aim to attract students from a

variety of socioeconomic backgrounds that add to the complexity and richness of our school. Students admitted to Barrie School are accepted on the basis of their academic qualifications, regardless of their financial status. Financial assistance is available for tuition only. Each year, Barrie School offers a wide range of financial grants to families of various financial circumstances.

Our Financial Aid program has, for many years, assisted families with moderate to significant need. All families requesting financial assistance are required to file an application with TADS, for a financial aid assessment.

The deadline for filing with TADS and submitting required documentation to both TADS and Barrie School is mid-January; Barrie School will notify parents in advance of the application deadline. Missing the deadline will delay the review of your application and may result in a reduction in or loss of financial aid award.

## Parent Teacher Organization (PTO)

The purpose of Barrie School's Parent Teacher Organization (PTO) is to promote relationships between and among families and the school to foster a vibrant community in support of the school's mission and values. Visit [barrie.org/pto](http://barrie.org/pto) for more information.

## Re-Enrollment

The re-enrollment process begins when current families are notified that re-enrollment Agreements are available, usually in February. These Agreements are due back to the Admission Office at a specified time. In the event of a planned withdrawal from the school, current families are expected to submit a timely notice in writing to the Head of School.

Current families are issued re-enrollment contracts based on the recommendations of the Division Heads. In the event that a student is enrolled after the academic year begins, the school reserves the right to delay issuance of the re-enrollment contract.

## Religious Holidays

Barrie School is non-sectarian, and represents a very diverse population. We encourage students to observe their religious holidays and we will honor all religious observance



absences as excused absences. Parents must contact the division office either by phone or e-mail. Middle and Upper School students are responsible for making up all assignments missed during their absence.

## Transportation

Barrie School offers bus transportation for Grades 1-12. Stops include locations in Bethesda, Bowie, Chevy Chase, Northwest DC/Friendship Heights, Kensington, Silver Spring, Takoma Park, and Wheaton. Barrie also offers a free shuttle to Poplar Run and Glenmont Metro.

**On morning routes, the bus will only wait three (3) minutes** beyond the scheduled departure time at any stop. students who are not at their appointed stop within the three minutes will need to meet the bus at a subsequent stop.

On the afternoon route, students whose parents or designated pick-up person is not at their stop **within three minutes of the scheduled arrival time**, will need to be met at the next stop or at the end of the route.

If students have not been picked up from the last stop on the route within 15 minutes of the scheduled arrival, the bus will return the student to campus for pick up.

Each bus operator will attempt to contact the parent or designee during this process to ensure all student's whereabouts are known throughout this process. This process is designed to address not only the safety of our students but also to respect the time of all family members and of the transportation staff.

To view the bus routes and schedules, visit [barrie.org/bus](http://barrie.org/bus).

## Anti-Bullying Policy

Barrie School faculty and staff are committed to providing a safe, engaging and educational environment for their students. Respect for others and their possessions is an essential element of a healthy school environment. Bullying is not tolerated in our school community. When warranted, sanctions up to and including expulsion from Barrie School may result from such behavior on the part of a community member.

There is a difference between bullying and teasing. It is the responsibility of the adults in the school community to identify and distinguish, teasing from bullying. Bullying comprises the following:

- a desire to hurt
- hurtful action
- power imbalance
- repetition (typically)
- unjust use of power
- evident enjoyment by the aggressor
- the victim has a sense of being oppressed
- Barrie School provides an anti-bullying environment, in which students are able and encouraged to:
  - develop a strong sense of self
  - be a friend to others
  - have friends
  - succeed in a group setting
- To ensure Barrie School's environment is safe, we are committed to:
  - providing attentive and adequate adult supervision both in and out of the classroom
  - training staff to respond to taunting and bullying behaviors in a sensitive and consistent manner
  - establishing and posting clear school-wide and classroom rules about bullying
  - gathering information about bullying directly from students

## Attendance

- The educational experience of a student at Barrie School is impacted by their active participation and punctual attendance at school. When students arrive habitually late, they are often not included in activities that other children have already chosen and started.
- Beginning in Kindergarten, children are required by Maryland law to attend school.
- Illnesses and other absences may be excused by the administration of the school with valid documentation.
- Students who require extended absences for medical or personal reasons must submit a written notice from their medical professional, to their Division Head, detailing restrictions to learning, accommodations needed and expected duration of illness. Each request will be reviewed carefully and in the best interest of the student. Families can request to launch the medical leave process through the Division Head, School Nurse or Director of Student and Family Services.
- It is recommended that requests for planned absences are made directly to the Head of Lower School or Head of Middle and Upper School at least two weeks prior to the planned absence.
- If a student misses enough days to compromise learning and is unable to achieve the goals of his or her grade, the student may be required to remain in that grade for an additional year.
- Barrie School is required to provide attendance history on school report cards and transcripts.

Students in grades 6-12 must abide by the Barrie Middle and Upper School Attendance Policy.

Students are expected to arrive at school on time ready to be fully engaged in the school day. Administrators, faculty and staff assist with arrival and dismissal of students.

If your child will be late or absent, please notify the appropriate Division Office:

- Lower School (Age 12 Months - Grade 5) - Kim Foard at [kfoard@barrie.org](mailto:kfoard@barrie.org)
- Middle and Upper School (Grades 6-12) - Tish Williams at [lwilliams@barrie.org](mailto:lwilliams@barrie.org)

# Behavior and Discipline

## Discipline Policy

At Barrie School, the development of social skills is as important as the development of academic skills. Learning to be a positive, supportive member of a community is valued. Barrie students are treated with respect, and they are expected to treat others with respect. Barrie faculty and staff work to cultivate student awareness of three fundamental responsibilities:

- Respect for the feelings and rights of individuals
- Respect for public and private property
- Respect for the rules and guidelines of the school community

Children benefit from consistent behavior modeled by all adults. Discipline issues are effectively addressed by the combined efforts of the parents, school and the child. We teach children that conflict among peers is normal, and will arise from time to time; it is how we resolve these conflicts that is important. Students learn that people perceive events in their environment differently from one another and that often their values and views concerning various issues and events differ. To get along, we must learn to listen to what others are saying and feeling, be able to express our own feelings, and, when necessary, compromise. Sometimes we can even agree to disagree, and yet live harmoniously with that difference. We believe that this process of conflict resolution is the basis for learning respect for diversity. All these skills must be learned and practiced day by day.

To reduce the incidence of disruptive behavior, we create an environment that encourages self-control, kindness and empathy towards others, and respect of others and property. If a problem arises, we try to find the cause and help change the circumstances that precipitated the problem. Most problems are solved by guided conflict discussion among the individuals involved.

## Baseline Expectations

Students should act with respect for self, each other, and environment; as such, they are expected to:

- Promote clear and respectful dialogue.
- Approach identified visitors with a friendly introduction and offer to assist.
- Care for our environment, inside and out.
- Contribute positively to the learning environment.
- Speak to community members and visitors using appropriate language and volume.

- Arrive on time and ready for engagement, learning, and discovery.
- Dress to participate fully in all school programs while respecting the diversity of our community.
- Avoid excessive public displays of affection during school hours, on campus, or at any time during a school activity.
- Adhere to the Barrie School Anti-Bullying Policy found in the Overview section of this document.
- Adhere to the Guidelines for Responsible Technology Use.

## Behavioral Guidelines

- Practice safe and proper comportment throughout the buildings, on field trips, and on the playground. This includes playing safely on the playground and not running in the buildings.
- Exercise self-control during class and group times. This means not disturbing classmates. A child's behavior should not interfere with another student's learning.
- Listen and follow the directions of the adult(s) in charge.
- Be considerate of other people's feelings. We do not tolerate persistent teasing or making fun of others.
- Use words and listening skills to solve problems rather than fighting or aggressive physical contact.
- Speak and listen respectfully to fellow students and teachers.
- Wait one's turn to speak and use appropriate language during heated discussions or disagreements. Rational disagreement is encouraged, disrespectful comments are not.

## Consequences of Inappropriate Behavior

- Inappropriate behavior is first brought to the attention of the student. Conflict resolution is encouraged and facilitated by the teacher.
- If necessary, the student is given a break to cool down and think about alternative solutions. A teacher will talk with the child about the behavior, offering solutions or clarification of problems. For recurring concerns, and where age-appropriate, students may be asked to complete a reflection sheet on his/her behavior that day, to be signed by the parent and returned to the teacher the following day.
- If inappropriate behavior persists, the teacher may notify parents. A formal conference with parents to discuss possible causes and potential solutions may also be scheduled.
- Continuing problematic behavior is brought to the attention of the Division Heads, and

a conference may be scheduled with the parents, the School Counselor, and teachers. An appropriate course of action may be recommended by the school, which may include a behavior modification program, outside testing or counseling.

Continued and unresolved behavioral problems or failure of parents to follow through on a recommended course of action may result in the child's dismissal from the school.

## Communication Regarding Discipline

Disciplinary issues are communicated to parents and school personnel primarily through email, which allows Barrie School to maintain records and identify trends. The school welcomes follow-up communication with families related to any incident or issue. Following the initial communication, phone calls, and face-to-face meetings may be necessary.

Observations are one part of the system used to communicate directly with families regarding student behavior. The school reserves the right to communicate important information directly by phone or other notes and include students as deemed appropriate by the school.

In Middle and Upper School, more significant academic and behavioral concerns may require the implementation of a Student Success Agreement (SSA). The SSA is a contract developed collaboratively by relevant members of the MUS Leadership team, the student, and his or her family. The purpose of the SSA is to provide a framework of clear expectations and measurable outcomes which will ensure that students in need of support, reach their full academic or social emotional potential.

In the Middle and Upper School, the advisor's role in the disciplinary process is to:

- Discuss disciplinary matters with students
- Communicate with families regarding disciplinary matters or concerns
- Track observation data and SSA progress

## Communication

Barrie School has established norms which apply in all forms of communication, including (but not limited to) public meetings, private meetings, parent conferences, email exchanges and phone conversations. These norms require all members of our community: to assume positive intent at all times, speak directly to the person involved, and communicate in a timely and effective manner.

## Modes of Communication

**Emergencies** - In the event of an emergency, the school will contact parents via ParentSquare's emergency phone/text notification system. See School and Campus Safety below for more information.

**ParentSquare** - ParentSquare is the primary parent communication tool that combines multiple communication streams into one easy-to-use interface for families and staff.

**Email** - In general, email is the best way to contact a faculty member. Barrie School faculty and staff strive to respond to messages and emails within 24 hours when school is in session.

**Email Newsletters** - School and classroom news are communicated on a weekly basis via email newsletters.

**PowerSchool Learning and Google Classroom** - Websites are maintained in Grades 6-12 by class, and enable students and parents to access information about specific courses, classroom information, study guides, and homework.

**Parent/Teacher and Advisory Conferences** - Parent/Teacher and Advisory conferences are held in the fall and spring for Lower School, and October and January for Middle and Upper School. Parents are encouraged to contact their child's teachers throughout the school year or to set up an in person conference as needed.

**Parent Events** - Parent events provide important information to families. Please check the **online calendar** regularly for the most current information.

## Health Forms, Medication, and Food Allergies

### Health Forms

Health Forms are required by the State of Maryland and Barrie, and must be submitted prior to the start of school for your child(ren) to be allowed to participate in any school-sponsored activities.

See [Health & Wellness](#) for the required forms.

### Medication Policy

[Download Medication Policy PDF](#)

### Allergies

[Download Food Allergy Policy PDF](#)

**Barrie School is not a nut-free campus.** The school nurse should be made aware of a student's dietary restrictions in order to support them and inform faculty and staff. Older students are also responsible for reminding their peers and faculty of their restrictions and needs, so that appropriate arrangements may be made. This is particularly important when food is being ordered from an outside vendor.

Barrie School's programs are "nut and allergy aware". We do not exclude nuts or other foods packed in individual lunches not intended for sharing. However, as a general rule, *we ask parents not to provide nut containing products in food items provided to the classroom in birthday treats, celebrations and events*, in an effort to minimize exposure to those with known and unknown nut allergies.

## Lunch

Students are required to bring their own lunch, and should also bring with them a nutritious snack. To support our commitment to the environment, lunches should be packaged in reusable and/or recyclable materials.

- **Lower School** students who bring their lunch to school must do so in clearly labeled lunch containers. Students may store their lunches in the refrigerator. Microwaves are **not** available for reheating and it is recommended a thermos is used to keep food warm. In the Primary division, children eat two snacks a day; Barrie provides the morning snack. Parents of primary students should pack an additional piece of fruit to share for the afternoon community snack.
- **Middle and Upper School** students eat lunch in the Commons areas or outdoors depending on division policies. Students are responsible for maintaining the cleanliness of all areas they use.
- **Seniors** earn the privilege to leave campus for lunch (with parental permission). In order to maintain this privilege, seniors must remain in excellent social and academic standing (not tardy for classes particularly following the lunch privilege and must have no outstanding homework and assignments). Students on an Student Success Agreement (SSA) are not allowed to leave campus for lunch. **Food deliveries such as UberEats are not permitted.**

## School and Campus Safety

**General Safety** - All campus visitors are required to report to the appropriate division office or the administrative office to sign in and receive a visitor's pass. Faculty and staff are required to wear a photo ID. Please use only the designated walking paths when moving around campus. Lower School students are escorted on campus at all times.



Please park in designated spaces and do not block fire lanes.

**Speed Limits and Cell Phone Use** - The use of cell phones (texting or talking) while driving is illegal; all drivers on campus are expected to obey the law. The speed limit on campus is **15 mph**.

**Emergency Notification Procedures** - In the event of an emergency, the school may activate its automated emergency phone/text notification system. This system allows us to record and send, or text a message directly to your daytime and/or night time telephone number.

*It is imperative that the school has parents' and students' most current contact information.* It is the responsibility of each family to log in to Family Access Module (FAM) to make changes to your contact information. If you need assistance with logging in, please contact Kim Foard or Tish Williams.

**Emergency Response** - Barrie has an active Emergency Response Team (ERT) comprised of staff members across campus that is co-chaired by the Head of School and Director of Finance and Operations (DFO). The team meets monthly throughout the year to review safety procedures and strategies at Barrie School. In addition, the Administrative Team discusses campus-wide safety and security matters on a weekly basis. We have been advised by law enforcement professionals to be extremely mindful when sharing specific details about our emergency plans because wide dissemination of procedures can actually make us less safe as a school.

The ERT collaborates regularly with Montgomery County Police, Montgomery County's SWAT team, and Fire Department to implement and continually update our Emergency Plan. As required by state and local regulations, we conduct fire drills, lockdown drills, weather, and evacuation drills on a regular basis, and we have a variety of communication tools that allow us to be in contact with parents quickly when needed. In age-appropriate ways, our teachers explain the context of this preparation to our students so they can develop awareness about the importance of safety while doing everything we can to minimize any anxiety.

## Technology Use (Grades 1-12)

Barrie School understands the value of technology in education and how technology can be leveraged to expand students' intellectual abilities, develop creative talents, and discover passions. We strive to create lifelong learners who are confident, competent, and responsible digital citizens, and who understand appropriate and equitable use of all of the technologies available to them.

At Barrie School, students generally interact with technology in three methods: technology

assigned for individual use from the school as part of our 1:1 Chromebook program, shared technology resources provided at school (including borrowed devices), and personal devices brought from home.

Understanding how each of these technologies work to support academic and personal excellence, as well as how to fulfill their role as a responsible user, is vital for student success. As such, our Student Responsible Use Policy is grounded in our mission and supported by our core values of Respect for Self, Each Other, and the Environment; Academic Excellence; Diversity, Equity, & Inclusion; Active Learning; and Student Voice and Responsibility.

## [Responsible Use of Technology Policy](#) (revised August 2021)

### Weather Related Closings and Delays

In the event of weather-related full-day closings, delayed openings, and early closings, Barrie School adheres to the decisions made by [Montgomery County Public Schools \(MCPS\)](#). In the event that school holidays or professional days do not align, Barrie School will make an independent decision whether to close during a weather emergency. Parents are encouraged to sign up for [Alert Montgomery](#) to keep abreast of Montgomery County updates related to traffic, weather, and local emergencies.

**Delayed Openings** - When Montgomery County Schools are delayed, Barrie School doors open at 10:00am. Faculty and staff report at 9:30am. During delayed openings there is no morning Extended Day. Information regarding delayed openings are made available on the school's switchboard (301-576-2800), website, and local TV and radio stations.

**Full Day Closings** - Barrie School follows Montgomery County Schools regarding weather-related closings. When Montgomery County Schools are closed due to a weather emergency, Barrie School will also be closed. As with delayed openings, Barrie School's switchboard (301-576-2800) and [website](#) will maintain current closing information. In addition, school closures will be announced on local radio and TV stations.

*Please note:* should Montgomery County Schools be operating on a regular schedule, but campus conditions necessitate closing Barrie School's campus (e.g., downed trees, power loss, creek flooding), a message will be posted on our homepage and delivered via Barrie School's emergency communications system. This system allows us to notify parents by text message, email, and phone.

**Early Closings** - Barrie School follows Montgomery County Schools closing decisions when

closing school early for weather or other county-wide or regional emergencies. Early closing information will be delivered via Barrie School's switchboard (301-576-2800) and [barrie.org](http://barrie.org). In addition, school closures will be announced on local radio and TV stations.

If there is an early closure, students who have not been picked up by the early closing time will remain with school staff on campus until parents arrive to take them home. There will be no afternoon supervision, athletic events, or practices on these days.

## Transportation

For information on changes to Barrie School bus schedules during weather emergencies, please see the Special Bus Schedules at [barrie.org/bus](http://barrie.org/bus).

## Who to Contact

For a comprehensive list, please see Who to Contact on the [Parent Resources page](#).

## Accreditations

**Barrie School is accredited by the Association of Independent Maryland Schools (AIMS)**, and adheres to the [AIMS Code of Ethics](#) in the areas of Admissions, Financial Aid Administration, Hiring, and Integrity.

**AIMS states:** To be successful, every independent school needs and expects the cooperation of its parents, who must understand and embrace the school's mission, share its core values, and fully support its curriculum, faculty and staff. When joined by a common set of beliefs and purposes, the independent school and its parents form a powerful team with far-reaching positive effects on children and the entire school community. *Review the [AIMS Policy and Advisory Statements](#), and learn more about [Best Practices](#).*

Barrie School is a member of, accredited by, or affiliated with, the following associations and organizations:

- Association of Independent Maryland Schools (AIMS)
- American Montessori Society (AMS) - *Accredited with non-traditional Montessori age groupings*
- The College Board
- Council for the Advancement and Support of Education (CASE)
- Independent Education (IE)
- Middle States Association of Colleges and Schools
- National Association for College Admission Counseling
- National Association of Independent Schools (NAIS)
- American Camping Association (ACA)

## Lower School Policies (12 months - Grade 5)

### [Barrie School Toddler Parent Guide](#)

#### General Policies

**Barrie School is a Maryland OCC compliant school. See "A Parent's Guide to Regulated Child Care" for more information.**

#### Class Placement

Our goal is to place each student in a class that will provide the best possible learning environment. The Head of Lower School, in consultation with the student's teachers and members of our Resource Team, determines a student's placement. Placement decisions involve many key factors and are carefully thought out. In making a placement decision, primary consideration is given to matching the academic needs of the child with the teacher's talents and strengths, balancing class size, gender, age, and maintaining close social relationships with groups of children, when appropriate.

Because of the complexity of this decision-making process, teachers do not recommend placements to parents, and parents are discouraged from writing requests for a specific placement.

#### Classroom Pets

Classrooms may have a pet. Permitted classroom pets are fish, hermit crabs, chinchillas, lizards, frogs, bunnies, guinea pigs, and/or turtles.

#### Communication

Barrie School has established norms which apply to all forms of communication, including (but not limited to) public meetings, private meetings, parent conferences, email exchanges and phone conversations. These norms require all members of our community to assume positive intent at all times, speak directly to the person involved, and communicate in a timely and effective manner. We are, however, always available to speak with you at any time regarding your child's progress or experience in school. Please contact your child's teacher at point of concern. This can include things happening in your family life. These often impact

how the child is able to function at school, and the information can give us valuable insight so we can prepare our responses to the child's situation.

### **Modes of Communication**

- **Urgent Messages** - Send an email to [MontessoriFrontOffice@barrie.org](mailto:MontessoriFrontOffice@barrie.org) or call the Lower School Office (301) 576-2832.
- **Email** - In general, email is the best way to contact a faculty member. Barrie School faculty and staff strive to respond to messages and emails within 24 hours when school is in session.
- **Weekly Message** - An important weekly read, rich in details on important upcoming events as well as a recap of recent events.
- **Weekly Classroom Newsletter** - A must read weekly newsletter from your classroom teacher will be sent via ParentSquare.
- **Weekly Folders** - Work and Message Folders are sent home weekly to all students. Please remove the contents of the folder and return to your child's backpack.
- **Daily Toddler Report** - Parents receive a daily note through Transparent Classroom which outlines learning, sleeping, eating, and toilet training information.
- **Progress Reports and Report Cards** - Parents can expect a progress report in mid October, a report card late January, and a final report card in early June delivered via email. Toddler parents receive two reports, winter and spring.
- **Parent/Teacher Conferences** - scheduled in the fall and spring.
- **Parent Meetings** - Parents are encouraged to contact teachers directly at point of concern and/or the Head of Lower School.
- **PTO Parent Representatives** - Each year the Barrie School [Parent Teacher Organization](#) (PTO) recruits 1-3 parents per Lower School class to be class representatives. Class representatives coordinate a variety of tasks, activities, and events throughout the year and are an excellent resource for community information.

### **Nap and Rest Time**

#### *Toddler Program (12 months-36 months)*

- Toddlers generally nap from 12:30-2:30 pm

#### *Primary Program*

- Three year olds generally nap 1:00-2:30
- Four and five year olds generally rest 1:00-1:30



## Recess and Outdoor Learning

We believe that outdoor play is an essential part of our program for all children. Students need unstructured time to stretch, exercise their large muscles, and socialize with peers. During the winter, it is especially important to balance the indoor air environment with fresh outdoor air. Be sure your child brings the necessary labeled attire to keep them warm during winter recess. If there is snow, children should have boots and snow pants. During excessive heat and air quality advisories, children may go out for a limited amount of time or be kept indoors, as indicated by the advisory. Please send in rain boots as well for walks in the creek and/or limited recess time when it is lightly raining.

In addition to free play time (recess), students have a wealth of opportunity to utilize and experience our campus for learning. They go on nature hikes, explore the stream, visit the barn and the horses, observe the goslings when they are hatching, plant in the greenhouse, and more. We take full advantage of our 45-acre campus as a tool for learning and exploring! Please refer to the Toddler Parent Guide for more specific information about the Toddler program.

## Toileting

*Toddler Program (12 months - 36 months)* - Children who are toilet training visit the bathroom on a regular basis to solidify the toilet-training process. Children should wear clothing that is easy to pull up and down. Pants with elastic waistbands are recommended. Belts, suspenders, overalls, pants with difficult buttons or snaps, and long dresses are not recommended, as they interfere with the often “short call of nature” at this time.

Children are considered fully toilet trained and ready for underwear when they remain consistently dry throughout the school day, self-initiate going to the bathroom, and are comfortable using the toilet. Children in diapers are changed prior to recess, immediately after nap, and as needed.

*Primary Program (3 - 6 years old)* - Children entering the Primary program, whether new or moving up from the Toddler program must be **fully toilet trained**. Children should be able to recognize when they need to go to the restroom, be able to pull clothing off and on, and clean themselves. Children should wear clothing that is easy to pull up and down. Pants with elastic waistbands are recommended. Belts, suspenders, overalls, pants with difficult buttons or snaps, and long dresses are not recommended. **Pull-ups or training pants are not permitted at school or during nap time.**

We recognize that toilet training may regress when starting school with a change of routine. However, the expectation is for this to be short-lived and manageable in the classroom.

Students who are not toilet trained and are having daily accidents (one or more a day) will be asked to remain home until progress is made, typically a week or two.

## Arrival, Dismissal, and Early Release

### Arrival Procedures

#### Morning Extended Day

Lower School parents park and escort students to Extended Day location:

- Toddlers: 12 months and 2's - Founders Hall 1A/B
- Primary: Neubert 1
- Elementary and Middle School: Strauss Gym

#### School Day

Arriving on time is essential and allows your child to prepare for his or her day at school, share a moment or two with friends, unpack his or her schoolbag, greet teachers, and settle in for the day. Important information for the day or valuable instruction is missed when a child is late.

#### Toddler, Primary, and Lower Elementary - *Drop off at the Upper Campus Circle*

- **7:00-8:30am Extended Day**  
Parents park and escort students to Extended Day location
- **8:30-9:00am Arrival**  
Welcome Circle drop-off, or parents may park and escort student to class
- **9:00am - Classes Begin/Late Arrival** - *Students arriving after 9:00am will be marked tardy*
  - Parents must park, escort, and sign student in at the Lower School Office

#### Upper Elementary Program - *Drop off at the Lower Campus Parking Lot*

- **7:00-8:10am Extended Day** located in Strauss Gym on the upper campus
- **8:10-8:30am Arrival**  
Welcome Circle Drop-off  
For student safety, please do not park and escort student unless the student is tardy or there are special circumstances.
- **8:30am Classes Begin/Late Arrival** - *Students arriving after 8:30am will be marked tardy*
  - Parents must park, escort student to class, make eye contact with teacher, and sign student in before leaving.



If you anticipate that your child will be arriving late, please contact the Lower School Office at 301-576-2832.

## Dismissal Procedures

### Upper Campus - Toddler, Primary, and Lower Elementary

- Beginning at 2:45pm daily, the pick up line will be formed at the stop sign before the one-lane bridge. Please follow directions from Barrie School staff.
- If you intend to park to pick up your student at the end of the school day, you must start up the hill before 3:00pm or wait patiently in the car line until the bridge reopens.
- The **one-lane bridge is closed to all traffic from 3:00-3:15pm**. This allows Montessori students to safely convene in the Car Pick Up Circle from multiple directions.
- Please follow staff direction and signage when approaching and departing the Car Pick Up Circle.
- We ask for your full cooperation and positive spirit in complying with these procedures.

### Toddler, Primary, and Lower Elementary - *Pick up at the Upper Campus Circle*

- **12:00pm** Toddler and Primary Half Day Students Dismissal
- Prior to 3:00pm
  - Parents may park and walk to pick up students. *Forming a line at the upper stop sign prior to 3:00pm will not be permitted.*
- **3:15-3:35 Afternoon Dismissal**
  - Administrators signal cars to proceed to the dismissal circle or parking lot for pick-up
  - Teachers escort students to their cars and exchange a brief transition message with drivers.
  - Parents are asked to put their car in park and remain seated.
  - Teachers will secure children in their seats.
- **3:35** All remaining students escorted to Extended Day Program
- **3:15-6:00pm** Extended Day Program

### Upper Elementary Program - *Pick up at the Lower Campus Parking Lot*

- **3:15-3:35pm Afternoon Dismissal**
  - Students (with their teachers) wait for parents on the left side of the Lower Campus Parking Lot.
  - Drivers must follow direction from faculty and staff into the parking lot.
  - Drivers should form a line to the left of the MUS parent vehicles and be

- attentive to instructions from Barrie School staff.
- Teachers escort students to their cars and exchange a brief transition message with drivers
- Parents with students in both UE and on the Upper Campus, are asked to pick up their UE student first and then proceed up the hill.
- **3:35pm** All remaining students escorted to Extended Day Program
- **3:15-6:00pm** Extended Day Program

#### Afternoon Extended Day Locations

- Toddlers: 12 months - Founders Hall 2
- Toddlers: 2's - Founders 3
- Primary (three classes): McDermott 1 and 2, and Neubert 1
- Lower & Upper Elementary - Upper Elementary Library from 3:15-3:45, then the Middle School Commons from 3:45-6.

#### Change in Pick Up Time

Parents must make ALL Dismissal Changes known to the Lower School Office with cc to Extended Day Director no later than 2:00pm. This provides time for your message to be received, recorded, and delivered to the Extended Day staff, classroom teachers, and bus staff in time for calm and orderly dismissal. *Please note: Classroom teachers do not check emails throughout the day!*

#### Change in Pick-Up Person

**Barrie School will only release a student to persons authorized on your family's Emergency Form and/or by written or verbal consent from the child's parents/guardians. No exceptions.** Please email the Montessori Front Office, and cc your child's classroom teacher to communicate any changes to pick-up authorization.

#### **Upper Campus** - Toddler, Primary, Lower Elementary

Parent or authorized person must come to the Lower School Office to sign-out and pick-up their student.

#### **Lower Campus** - Upper Elementary

Parent or authorized person must come to the office in the Elementary building to sign out and pick up the student.

## Biting Policy (Toddler and Primary)

Biting is common among groups of young children. It can be an emotionally charged problem for parents and caregivers. As children develop, they will encounter tense and anxiety producing situations and, depending upon where a child is in his/her development, the child may manifest some unacceptable behaviors. Try to remain calm when biting occurs.

Understanding why the young child bites is the first step in preventing biting, as well as teaching the child alternatives to biting.

- *The Experimental Biter:* It is not uncommon for a toddler to orally explore their world, including people, by biting. Toddlers place many items in their mouths to learn more about them. Teach the child that some things can be bitten, like toys and food, and some things cannot be bitten, like people and animals. Another example of the experimental biter is the toddler who wants to learn about cause and effect. This child is wondering, 'What will happen when I bite my friend or mommy?'
- *The Teething Biter:* Infants and toddlers experience a lot of discomfort when they are teething. A natural and self-soothing response is to apply pressure to their gums by biting on things. It is not unusual for a teething child to bear down on another. Provide appropriate items for the child to use to satisfy discomfort by supplying soft rings or other appropriate teething items.
- *The Social Biter:* Many times a toddler bites when they are trying to interact with another child. These young children have not yet developed the social skills to indicate, "Hi, I want to play with you." So sometimes they approach a friend with a bite to say hello. Watch young children very closely to assist them in positive interactions with their friends.
- *The Frustrated Biter:* Young children are often confronted with situations that are frustrating, like when a friend takes their toy or you are unable to respond to their needs as quickly as they would like. These toddlers lack the social and emotional skills to cope with their feelings in an acceptable way. They also lack the language skills to communicate their feelings, like anger or frustration. At these times, it is not unusual for a toddler to attempt to deal with these strong feelings, by biting whoever's nearby. Notice when a child is struggling with frustration and be ready to intervene. It is also important to provide specific words for the child to help him learn how to express his feelings, like "That's mine!" or "No! Don't push me!" or "You are too close to me!"
- *The Threatened Biter:* When some young children feel a sense of danger, they respond by biting as a self-defense. For some children, biting is a way to try to gain a sense of control over their lives, especially when they are feeling overwhelmed by the environment or events in their lives. Provide the toddler with nurturing support, to help him/her understand that self and possessions are safe.

- *The Imitative Biter:* Imitation is one of the many ways young children learn. So it is not unusual for a child to observe another bite and try it out for themselves. Offer the child many examples of loving, kind behavior. Never bite the child to demonstrate how it feels to be bitten.
- *The Attention Seeking Biter:* Children love attention, especially from adults. Provide lots of positive attention to young children each day. When adults give lots of attention for negative behavior, such as biting, children learn that biting is a quick way to get your attention.
- *The Power Biter:* Toddlers have a strong need for independence and control. Very often the response children get for biting helps to satisfy this need. Provide many opportunities for the toddler to make simple choices throughout the day. This will help the toddler feel the sense of control they need. It is also important to reinforce all the toddler's attempts at positive social behavior each day.

## Responses and Consequences

The child who was bitten:

- Is evaluated for injury (teeth marks, broken skin, bruising) by teacher or nurse, and appropriate first aid procedures are taken.
- The teacher or nurse will contact parents and send home a medical incident report to the family of the child.

The child who bit:

Teachers will discuss with the child who bit that

- Biting is unacceptable
- Biting is dangerous
- Anger and frustration can be expressed with words. Teacher can model developmentally-appropriate phrases
- Teacher can model hand gestures (e.g., Stop)

Informing the parents of the biting occurrence

- Parents of both children are notified by teachers or nurse of the incident
- For privacy purposes, we do not disclose the names of the children involved
- Parents of older toddlers (2+) are asked to encourage the child to practice using words to express themselves. The case will be referred to the Student Services Support Team (SSST), who will set up a consultation with the teacher and an observation during class time. The parents of the child who bit will then be asked to meet with the Head of Lower School and the classroom teacher; a member of the SSST may also attend. A follow up plan will be put in place. This may include, but not be limited to,

shadowing the child, referral to outside professionals, and short term removal from school of the child who is biting. In the most extreme cases where community safety is endangered, a disciplinary response (including permanent removal from school) may be considered.

## Classroom Celebrations

### Birthdays

Birthdays in a Montessori classroom are a special occasion! Please provide your child's teacher advance notice when planning to celebrate your child's birthday in the classroom. We encourage birthday snacks to be nutritious and address the dietary restrictions of the children in the class. At Back to Barrie Night, your child's teacher will discuss in greater depth how birthdays are celebrated at Barrie School.

### Holidays and Cultural Celebrations

Barrie School's approach to holidays is to provide cultural enrichment for all children. In order to build a sense of community within the classroom and to introduce students to different cultures of the human family, we place the emphasis on our diversity as a classroom. To respect cultural sensitivities and support our diversity, we share knowledge of different religions, traditions, and customs.

If you would like to have a particular holiday or cultural celebration acknowledged in the classroom, please let your child's teacher know in advance of the date. Parents are welcome to share their first-hand knowledge of any particular holiday or cultural celebration with their child's class. We love to take advantage of the diversity amongst our families to create learning opportunities for the students.

## Lunch and Snacks

### Pizza Fridays

Each Friday, students have the opportunity to enjoy cheese pizza for lunch. Parents may supplement pizza with juice/milk, vegetable, fruit, etc. Pizza money is collected on Friday mornings. *Cash only!*

- Toddler and Primary: \$1.00 per slice
- Lower and Upper Elementary: \$1.50 per slice
- Please send checks by due dates listed below
- Pizza is NOT served on half days.

## Snacks

*Toddler and Primary Programs* - Barrie School provides a morning snack with food from two of the five food groups. Parents of students with allergies make arrangements with the teacher and send in labeled snacks for their child. Parent-provided fruit is prepared and shared as a closing community activity each day.

*Elementary Programs* - Elementary students bring a snack from home. We strongly encourage nutritious snacks, such as whole fruits, vegetables, and protein.

## What to Bring to School

**Please label everything sent to school.** A vibrant school community with many children can make it impossible to identify all the lost belongings if they are not labeled. When items are misplaced, they can be easily returned to families if they have a name label. Please label everything sent to school including water bottles, milk cups, and other lunch box items. If something goes missing, please check the lost and found located in the classroom and Lower School Office.

## Toddlers

- Two full changes of clothing, including socks and underwear, to be kept at school.
- One pair of rain/snow boots to be kept at school.
- One pair of indoor shoes, to be kept at school. Please keep indoor shoes as simple as possible – crocs or slippers are fine - and refrain from characters, lights, sounds, etc. Indoor shoes help children with the Practical Life skill of changing shoes and reducing mud/dirt in the classroom.
- All full-day students will be provided with a fitted cot sheet. Parents are asked to provide a small blanket, and tote bag. Parents take the blanket and tote bag home on Friday and return them clean on Monday. A small, palm-sized stuffed animal is optional.
- A backpack that will hold a lunchbox, nap linens, clothes, and folder. When choosing a backpack, keep in mind a child-sized backpack may be too small.
- A lunchbox with two cloth napkins - one to be used as a placemat and one as a napkin. We encourage parents to pack lunches that do not require the use of microwaves. This allows the child to manage their food independently and allows students and teachers to eat together, adding a wonderful level of grace and courtesy to our lunch meal.
- Each day please send one whole fruit, i.e., apple, orange, mango, banana) to be shared during afternoon snack time.

- Each family is responsible for providing an adequate supply of diapers and wipes for their child. A one month supply of diapers and wipes should be sent in on the first day of each month. Recommended amounts are as follows:
  - Half-day students- 1 regular pack of diapers (approximately 25) and 1 regular pack (80-count) of wipes each month
  - Full day students- 1 double pack of diapers (approximately 50) and 1 double pack (160-count) of wipes each month.
  - Extended Day students- 1 triple pack of diapers (approximately 75) and 1 double pack (160-count) of wipes.

## Primary

- One full change of clothing, including socks and underwear, to be kept at school.
- One pair of rain/snow boots to be kept at school.
- One pair of indoor shoes, to be kept at school. Please keep indoor shoes as simple as possible – crocs or slippers are fine - and refrain from characters, lights, sounds, etc. Indoor shoes help children with the Practical Life skill of changing shoes and reducing mud/dirt in the classroom.
- Full day Threes will be provided with a fitted cot sheet. Parents are asked to provide a small blanket, and tote bag. Parents take the blanket and tote bag home on Friday and return them clean on Monday. A small, palm-sized stuffed animal is optional.
- Resting Fours and Fives will be provided with a fitted cot sheet. Parents are asked to provide a small blanket, and tote bag. Parents take the blanket and tote bag home on Friday and return clean on Monday.
- A backpack that will hold a lunchbox, nap linens, clothes, and folder. When choosing a backpack, keep in mind a child-sized backpack may be too small.
- School Supplies are purchased by Barrie School; parents need not purchase notebooks, pencils, etc.
- A lunchbox with two cloth napkins - one to be used as a placemat and one as a napkin. We encourage parents to pack lunches that do not require the use of microwaves. This allows the child to manage their food independently and allows students and teachers to eat together, adding a wonderful level of grace and courtesy to our lunch meal.
- A cup for milk If you want your child to drink the 1% milk offered at lunch.
- Water bottle to be taken home daily and sanitized.
- Each day please send one whole fruit, i.e. apple, orange, mango, banana) to be shared during afternoon snack time.

## Elementary

- A lunchbox with two cloth napkins - one to be used as a placemat and one as a napkin. We encourage parents to pack lunches that do not require the use of

microwaves. This allows the child to manage their food independently and allows students and teachers to eat together, adding a wonderful level of grace and courtesy to our lunch meal.

- Water bottle to be taken home daily and sanitized.
- A pair of gym shoes to be kept at school for Intramural Sports
- School Supplies are purchased by Barrie School; parents need not purchase notebooks, pencils, etc.



## Middle & Upper School Policies (Grades 6-12)

### General Policies

#### Athletics

Barrie School's Athletics program provides each student the opportunity to participate in team sports or a health, fitness and wellness program. The school promotes the ideals of a healthy lifestyle and support all students to that end. Barrie School's competitive athletic program is committed to ethical conduct and fair play incorporating the tenants of the Positive Coaching Alliance. For more information contact [Seth Lieberman](#), Director of Athletics, Health, and Wellness.

#### Academic Integrity and Probation

Our academic integrity policy is simple: "The work you turn in must be your own." A student may be placed on academic probation or face expulsion for behaviors which include, but are not limited to:

- plagiarism
- cheating
- copying of graded work
- peer discussion during tests

Students may also be placed on academic probation if their quarterly grades fall below 65% in two or more classes in a marking period. A plan for success will then be developed by the student support team, which includes the advisor, the teacher, and the Learning Specialist. Following this period of probation, Barrie School will reevaluate the student to ensure he/she has the tools necessary for successful completion of the Barrie School program. Barrie School is required to inform other schools and colleges of a student's academic probation record.

#### Code of Conduct

##### What We Believe

At Barrie School, we believe that school should be safe, fun, and intellectually engaging for students, families, teachers, and staff. In our school community, expectations for appropriate behavior are linked to our mission, philosophy, and values. As such, we expect our students to exercise responsibility by honoring this code of conduct and showing respect for self, others

and the environment. In order to better understand what is meant by respect for self, others, and environment, the school has developed some guidelines that we expect our students to follow, as well as the possible consequences of breaking the code of conduct.

Students are expected to adhere to the expectations and procedures on campus and off campus when participating in Barrie athletic, academic, or co-curricular activities.

In addition, the School may take disciplinary action based on a student's off-campus conduct if, at the sole discretion of the School, the student's conduct is found to be inconsistent with the School's behavioral expectations and policy.

If the School concludes that a student has demonstrated behavior inconsistent with school expectations, the School has the discretion to determine the timing, the method, and the appropriate administrative response to student misbehavior and Code of Conduct violations.

This may include, but is not limited to, one or all of the following:

- Faculty, staff, or administration will first speak with the student (and parent(s) if applicable)
- Deans, Head of MUS, or Head of School will speak with student and parent(s), if appropriate.
- The Director of Student and Family Services will speak with private health care provider(s), if necessary.

### Restorative Practices

A restorative approach to determining consequences is essential. Restorative discipline supports students, staff, parents, and the community, in learning from the impact of

inappropriate behavior and understanding the importance of a disciplinary approach where consequences are aligned with Barrie’s commitment to respect for self, others, and the environment.

While it is not possible to imagine all possible behaviors that would warrant disciplinary action, and the School is not limited to any particular disciplinary actions, the School has prepared lists of examples of behavioral infractions and consequences of behavioral infractions to help community members understand expectations and consequences.

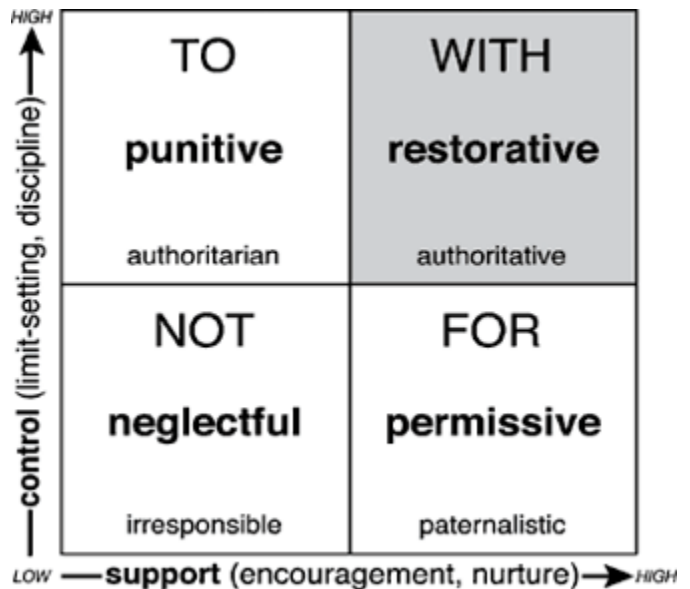
In determining consequences, Barrie believes:

- ❑ That all perspectives and voices directly involved in an incident have value and should be included in the process before decisions about consequences are made. In some cases, the School may determine that the student should be separated from the school environment, pending the School’s final decision regarding consequences.

- ❑ The school will value confidentiality and respect the dignity of each student while maintaining final discretion regarding the need to share information, to investigate, or address disciplinary matters.

- ❑ The potential consequences of a specific incident will be determined by

the school, and examples are on the following pages. The extent to which an incident and its outcome are shared with the school community (by the Head of School, Head of Middle-Upper School or Dean), will depend on the situation. Sharing enables students,



parents, faculty and staff to learn as well as reinforce the commitment to community norms.

- ❑ The purpose of the School's disciplinary process is not the pursuit of retribution for harm; it is the repair and prevention of harm.

The School strives to allow students to grow and learn from their mistakes, as appropriate under the circumstances. Should parents, faculty, and staff not see that growth, the School may review the situation and apply additional consequences.

### Behavioral Actions that Require Discipline

The behaviors that result in the strictest disciplinary measures including suspension or expulsion from Barrie School include, but are not limited to:

- ❑ possession of firearms or other weapons, or toys resembling firearms or weapons,
- ❑ purchasing, possessing, using, distributing or being knowingly in the presence of any drug or alcohol activity on the Barrie School campus, on the Wat Thai property or at any Barrie School sponsored event,
- ❑ purchasing, possessing, using, distributing or being knowingly in the presence of any drugs (prescription or nonprescription) not registered with Barrie's School Nurse, and
- ❑ the use of homophobic, negative racial, religious, sexist, or other remarks made with the intent of demeaning or harming community members.
- ❑ violence toward an individual or intentional damage of property

### Communication Regarding Discipline

Disciplinary issues are communicated to parents and school personnel primarily through email. This allows Barrie to maintain records and identify trends. The school welcomes follow-up communication with families related to any observation.

Emails are one part of the system used to communicate directly with families, students,

their advisor, and the Leadership Team regarding student behavior. The school reserves the right to communicate important information directly by phone or other notes and include students when deemed important by the school. Following the initial communication, face-to-face meetings may be necessary.

More significant academic and behavioral concerns may require the implementation of a Student Success Agreement (SSA). The SSA is a contract developed collaboratively by the MUS Resource team, the student, and his or her family.

The purpose of the SSA is to provide a framework of clear expectations and measurable outcomes which will ensure that Barrie students, in need of support, are able to reach their full potential in both the academic and social-emotional realms and can remain part of the Barrie community.

The advisor's role in the disciplinary process is to:

- Discuss disciplinary matters with students
- Communicate with families regarding disciplinary matters or concerns
- Track observation data and SSA progress

## Communications and Community Building

When a pattern of behavior or the nature or severity of behavior provides an opportunity for community learning and growth, the issue can become a topic of guided discussion through activities or workshops. While we work to respect the privacy of students and details of incidents, given the size of our school community, the value of community building can—at times—supersede the privacy of a student.

## Examples of Behavioral Actions

LEVEL	SELF	EACH OTHER	ENVIRONMENT
1	<p>Failure to meet classroom behavioral expectations</p> <p>Disregarding direct instruction</p> <p>Unwillingness to cooperate</p> <p>Any other behavior deemed disruptive</p>	<p>Purposeful disruption of the learning environment</p> <p>Abusive language with peers</p> <p>Inappropriate handling of private property</p>	<p>Minor damage to or defacing of property, facilities, and/or equipment</p> <p>Littering</p> <p>Misuse of property, facilities, and/or equipment</p>
2	<p>Habitual disruptive behavior (as evident from multiple Level 1 infractions)</p> <p>Cheating, lying, or violations of academic integrity.</p> <p>Inappropriate use of technology as outlined in the</p>	<p>Minor verbal or physical altercations</p> <p>Abusive language in the presence of faculty, staff, and/or guests</p> <p>Suspected bullying or cyber-bullying as outlined in Bully Policy</p> <p>Misbehaving at a community event or off-campus program</p>	<p>Significant damage to or defacing of property, facilities, and/or equipment</p> <p>Repeated misuse of property, facilities, and/or equipment</p>

	<p>Guidelines for Appropriate Technology Use.</p> <p>Abuse of on and off-campus privileges</p>		
3	<p>Use, distribution, or possession of drugs, paraphernalia, or alcohol</p> <p>Possession of a weapon or item or object that resembles a weapon</p> <p>More than two Level 2 infractions</p> <p>Failure to meet the expectations of SSA</p> <p>Action which requires the immediate intervention and/or action of</p>	<p>Racist, sexist, or other hateful language</p> <p>Intentionally injuring a community member</p> <p>Use, distribution, or possession of drugs, paraphernalia, or alcohol</p> <p>Abusive language directed at faculty, staff, and/or guest</p> <p>Failure to meet expectations of SSA</p>	<p>Major damage, destruction, or theft of property, facilities, and/or equipment</p>

	the Head of MUS of Head of School		
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### Consequences of Behavioral Actions

\* In the event of a Level 3 behavioral action, student and family will be apprised of the process and consulted on an as needed, case by case basis. A permanent note is placed on the student's file. In the case of a grade 12 student, a report is made to applicant universities in accordance with National Association for College Admission Counseling (NACAC) best practices and Barrie School policy.

<b>LEVEL</b>	<b>CONSEQUENCE(S)*</b>	<b>DEVELOPER</b>	<b>MANAGER</b>
1	<p>A) Conversation with student about the behavior</p> <p>B) Written communication to guardians, advisor, and Dean, including details of incident, the discussion which occurred, and the restorative consequence</p> <p>C) Advisor follow-up with student and family</p>	Any faculty or staff	Advisor
2	SSA process initiated	<p>Dean of Student Life</p> <p>Advisor</p>	Dean of Student Life



	<p>Loss of privileges including but not limited to restrictions on:</p> <ul style="list-style-type: none"> <li>● technology use</li> <li>● campus use</li> <li>● participation in community events or school programs</li> </ul> <p>Students may be asked to remain at home (unexcused absence) until the issue is further investigated and parents/families are present at school for a meeting.</p>		
3	<p>Review of the student's suitability to remain in the Barrie School community</p> <p>Request to seek external professional support for a specified concern</p> <p>Suspension from specific school activities</p> <p>Temporary suspension from all school activities</p> <p>Request to withdraw from school</p> <p>Expulsion from school</p>	<p>Head of MUS</p> <p>Head of School</p>	<p>Head of MUS</p> <p>Head of School</p>

**Anti-Bullying Policy**

Barrie faculty and staff are committed to providing a safe, engaging and educational environment for their students. Respect of others and their possessions is an essential element of a healthy school environment. Bullying is not tolerated in our school community. When warranted, sanction up to and including expulsion from Barrie School may result from such behavior on the part of a community member.

There is a difference between bullying and teasing. Teasing is a normal part of childhood social development. It is the responsibility of the adults in the school community to identify and distinguish, teasing from bullying.

Bullying comprises the following:

- a desire to hurt;
- hurtful action;
- power imbalance;
- repetition (typically);
- unjust use of power;
- evident enjoyment by the aggressor; and,
- the victim has a sense of being oppressed.

Barrie provides an anti-bullying environment in which students are able and encouraged to:

- develop a strong sense of self;
- be a friend to others;
- have friends; and,
- succeed in a group setting.

In response to ensuring Barrie's environment is safe, we are committed to:

- providing attentive and adequate adult supervision both in and out of the classroom;
- training staff to respond to taunting and bullying behaviors in a sensitive and consistent manner;
- establish and post clear school-wide and classroom rules about bullying; and,
- gather information about bullying directly from students.

## Guidelines for Responsible Use of Technology

## Barrie MUS Drug and Alcohol Policy

### Introduction

Barrie School is committed to providing a safe and healthy learning environment for its students, community members and visitors. Barrie accepts the responsibility of educating its community about important health and wellness issues, including those related to the use and abuse of alcohol, tobacco and other legal and illegal drugs. As such, Barrie provides parent and student educational programs and other

opportunities to aid in raising community awareness, improving communication about these issues, and helping the community fully understand the impact these substances have on the health, safety, and well-being of each its members and the community as a whole.

### Scope of Policy

Barrie School abides by all Federal and State laws and does not permit or condone the use, promotion, sale or distribution of any illegal substances by students, including illegal drugs, drug paraphernalia, alcohol and tobacco, and any unauthorized use of prescription and non- prescription medications, either on campus, in school vehicles, or at school-sponsored events and activities, both on and off-campus. This includes Open-Campus Learning Opportunities, athletic competitions, field trips, retreats, and Extended Study Week programs.

### Discipline

Any student who knowingly and willingly is in the presence of, or participates in any activity involving, prohibited substances is subject to an immediate separation from school while the school administration investigates the situation and decides upon any necessary disciplinary action consistent with the school's discipline policy, up to and including, suspension or expulsion. The school has the right to confiscate any suspected illegal substances, paraphernalia and unauthorized medications. When requested, parents/guardians must immediately transport the student away from campus or other location at their cost. The school also reserves the right to notify the police in appropriate instances.

### Cooperation

In conformity with our community values of respect for self, others and the environment, a student may be granted greater leniency if he/she demonstrates honesty and full disclosure throughout the process of investigation and discussion.

### Evaluation

If it is discovered that a student is abusing drugs or alcohol, on campus or elsewhere, the school administration may require an evaluation by a substance abuse specialist before the student can return to school or any school-sponsored activities, and

access to talk with the specialist. The specialist must submit a written treatment plan to the school, which the school will use, in conjunction with a meeting including the parents and student(s) involved, in determining appropriate steps for possible re-admittance and reconciliation.

## Trimester Report Cards and Progress Report

### **Teacher Emails to Parents**

Teachers and staff communicate with families about a variety of academic and behavioral accomplishments and challenges. In each observation, you should expect to find a statement of the accomplishment or challenge; a synopsis of the conversation between the adult and the student; and the plan to move forward or continue with success. Observations are sent by email to the parent/guardian and may be copied to:

- Advisor
- Dean of Students
- Dean of Studies
- Learning Specialist
- Student & Family Services Director
- Head of MUS
- Director of College Counseling
- Director of Athletics, Health, and Wellness

We ask parents to contact the teacher or the advisor for appropriate follow-up upon receipt of an observation.

## Transcripts and Transcript Requests

- The MUS transcript is an official academic record containing:
  - completed courses with final grades (and credits for grades 9-12)
- absences
- cumulative grade point average for grades 9-12

Barrie transcripts do not include transfer student's previous grades from other schools. Barrie School transcripts and copies of previous school transcripts will be sent to colleges. To request an official or unofficial transcript, please complete the Transcript Release form. Correspondence regarding transcripts should be emailed to the Registrar. Transcripts cannot

be released on the day they are requested; transcript requests require one to two weeks to process. Before academic records can be released, approval is required from the Business Office.

## Arrival, Dismissal, and Early Release

Barrie Middle and Upper School (Grades 6-12)

*All Middle and Upper School students are to be dropped off at the Lower Campus Parking Lot. Do not drop off in front of the Middle and Upper School Commons, as this results in a safety concern for teachers and students.*

Students should arrive between 8:10 am and 8:25 am. Classes begin at 8:30 am. If you anticipate that your child will be arriving late, please contact Tish Williams in the Middle and Upper School Office at 301-576-2855 prior to 8:00 am.

*Middle and Upper School students arriving after 8:30 am must report to the Middle and Upper School office to check in before going to class.*

Middle and Upper School students are tracked daily for absences, late arrivals, tardiness and early dismissals. With the exception of lunch privileges for seniors (grade 12) and pre-approved early dismissals, students are not permitted to leave campus unsupervised for any reason during the regular school day.

## Extended Day Program

During the school year, the Extended Day program is available for Lower School students before school at 7:00am, and after school until 6:00pm.

- Middle School: Strauss Gym on the upper campus

## Dismissal

- Pick up is from 3:30 pm to 3:45 pm
- Students will wait for their parents at the Lower Campus Parking Lot on the right side.
- Drivers must follow direction from faculty and staff into the parking lot.
- Cars should form a line to the right of the pick-up area.
- Middle School students who are not participating in a supervised after school activity and/or not picked by 3:45 pm will be escorted to After School Supervision on the Lower Campus. Parents will be billed the appropriate drop-in fees.

- Upper School students are permitted to remain on campus for specific athletic, performing arts, academic support, or club-related events.
- The Upper School Commons building will be locked at 6:00 pm. All other academic buildings are locked at 4:30 pm. Upon the conclusion of the last scheduled school event, students are expected to depart campus in a timely fashion.

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#### Extended Day Location

- Middle School: Middle School Commons

#### Change in Pick Up Time

In the event a student must leave early, parents are required to email the Middle and Upper School Administrative Assistant Luticia Williams with the following information:

- the reason for early dismissal
- the time the child will be picked up
- the person to whom the child is to be released
- With the exception of Upper School students with driving permission, all students are to be met by an authorized adult (18 and over). Prior to departure, students must be signed out from their respective division office. Teachers are not authorized to release students directly from class.

#### Books, Grades, Homework, and Schedules

Books - Books are included in the price of tuition for Barrie Middle and Upper School students. Students will be given or loaned their books by the school. It is the student's/family's responsibility to maintain the books so they are available when needed during the student's classes.

Teachers of individual classes will determine whether distributed books are "to be returned" or "kept by the student and not required to be returned." This information is discussed with students in class, reviewed with parents at Back to Barrie Night, and designated on the course syllabus on PowerSchool.

When books are:

- to be returned - students must return the books in very good condition\*\* or they will be billed at the end of the year. Students cannot write in these books.
- to be kept by students and not required to be returned - students can write in these

books.\*

If a student loses a book during the year, it is the family's responsibility to replace (order and pay for) the missing book. In this case, families can reference the ISBN for the missing book in the class's syllabus posted on PowerSchool.

At any point, a family is welcome to purchase additional copies of any book for their student's use.

\*In June, we welcome families to return any unwanted books originally designated as "no return" back to the school, if the books are in very good condition or better. Such voluntary returns will help offset the costs of books for future years.

*Very good condition is defined as: "A well-cared-for item that has seen limited use but remains in great condition. The item is complete, unmarked, and undamaged, but may show some limited signs of wear. Item works perfectly." [Amazon Condition Guidelines](#), accessed August 22, 2018.*

Grades - Middle and Upper School students are evaluated using the following grading scale (GPA only applies to Upper School students): Letter Grade Numerical Average GPA.

Letter Grade Numerical Average GPA:

93-100) 4.0	(80-82) 2.67	(67-69) 1.33
(90-92) 3.67	(77-79) 2.33	63-66) 1.0
(87-89) 3.33	73-76) 2.0	(60-62) 0.67
83-86) 3.0	(70-72) 1.67	Below 60) 0.0

## Homework

Students in grades 6-9 will receive a Barrie School Planner as a tool to help manage long term projects, daily homework, and general school activities. Parents and students can also check the student portal on the Barrie website for individual teacher PowerSchool sites and assignments.

Homework is an extension of classroom studies and an integral part of course work. Students are responsible for the quality and timeliness of their homework. While parents are encouraged to monitor school work completed at home, that work should be a true representation of the effort and capabilities of the student. If parents observe that their child is having difficulty with their assignments, they should encourage their child to speak directly with their teacher, advisor, or the Director of Middle and Upper School Learning Services. Missing, incomplete, or late assignments can negatively affect a student's grade, so taking initiative and responsibility is key to success.

The amount of homework will vary from course to course and grade to grade. Depending on the study habits and organizational skills of a student, Middle School students can expect approximately 20- 30 minutes of homework per academic class per evening. Most major long term assignments, including science projects, boat construction, writers' workshop and research are done during class time, so that teachers can monitor student progress and provide support as needed. Additionally, these long term assignments may require time, support, and supplies from home in their final stages of completion.

In Upper School, students can expect approximately 30-45 minutes of homework per academic class per evening. Those in Advanced Placement courses can expect a substantial increase in homework volume and may be required to attend additional classes.

Schedule and Graduation Requirements for Grades 9-12 - Upper School students are required to carry a full course load comprised of core courses and electives. General scheduling guidelines for each grade are:

- Grade 9: Humanities, math, science, language, health and wellness, athletics, electives
- Grade 10: Humanities, math, science, language, health and wellness, athletics, electives,
- Grade 11: Humanities, math, science, language, health and wellness, athletics, electives,
- Grade 12: Humanities, math, science, electives. Students have the option for additional coursework in world language.

All Barrie students are required to graduate with a minimum of 27.333 credits. The following courses are required:

- Humanities (8 credits)



- Mathematics (4 credits)
- Science (4 credits)
- Modern Languages (3 credits)
- Fine or Performing Arts (4 credits)
- Electives and Independent Studies (4 credits)
- Health (0.333 credits)
- Physical Education/Athletics, Community Service, Internship, and Extended Study Week (yearly requirements)

Adding or Dropping a Course - Upper School students may add or drop electives only during the add/drop period.

If approved, courses may be added or dropped before the date stated on the Add-Drop Form. Courses dropped within the allotted time frame will not appear on a student's transcript. After the indicated time period, dropped courses will appear as a withdraw pass or a withdraw fail on a student's transcript. It is the responsibility of the student to complete the appropriate add/drop paperwork by the deadline.

## College Planning

The Director of College Counseling guides students through the college application and selection process. Support is based on the needs of each student and family but is generally provided through individual meetings (beginning in the spring of junior year through senior year) and college information sessions/workshops to educate students and parents about colleges, the admissions process, standardized testing, procedures, and trends.

The Director of College Counseling establishes and maintains relationships with colleges and college admission officers through college tours, conferences, and visits to Barrie School. The Director of College Counseling writes the official letter of recommendation for all seniors and processes the college application (transcripts, letters of recommendation).

The College Counseling Office does not package the full application together to send it to colleges; students may request an application review by the Director of College Counseling if materials are submitted at least one week in advance of the mailing date. There are a handful of colleges that request that all materials be sent together; these requests will be honored. Advancement Placement Exam Policy - All students enrolled in Advanced Placement (AP) courses at Barrie are required to take the AP exam(s). By early March, a student will receive an AP examination contract/order form.

The contract can be nullified only by the Director of College Counseling, based upon a request of an AP faculty member. Any student breaking the contract will incur the appropriate fees as designated, in accordance with College Board AP examination policy.

## Testing and Evaluation

Each year, we carefully consider our options for formal assessments. Selected testing helps inform our practices and benchmark performance to others. The Preliminary SAT (PSAT) is given each year in October on a date designated by the College Board. The PSAT offers preparation for the SAT Reasoning (SAT) test, which is required for admission to most colleges. All tenth and eleventh graders are expected to take the PSAT and are automatically registered for the test by the College Counselor. The SAT, SAT Subject Tests and ACT are offered at numerous testing centers in the area. Registration information is available in the office of College Counseling. Official score reports must be requested from individual reporting agencies.

Any student whose native language is not English should take the T.O.E.F.L. (Test of English as a Foreign Language) as part of the college application process. Colleges and universities in the United States use the T.O.E.F.L. to help determine the level of English proficiency in non-native speakers. Barrie students should contact the College Counselor if interested in taking the T.O.E.F.L.

(Note: Students registering for the PSAT, SAT, SAT Subject Tests, ACT, and T.O.E.F.L. must use Barrie's CEEB code number: 210951.)

College Disclosure Policy - Colleges and universities have become increasingly concerned about student behavior on their campuses and, with growing frequency, are posing questions about disciplinary infractions on their admission applications. When asked, at any point in the application process, student applicants are expected to answer those questions regarding disciplinary action(s). Students, when reporting these matters, should answer truthfully and are encouraged to use past mistakes to their advantage by demonstrating thoughtful reflection and growth.

The College Counselor, when asked, will disclose any disciplinary action(s) and a subsequent letter of notification from the Head of Middle and Upper School will also be sent. Such reporting may occur at the time a college application is submitted, while the application is being reviewed, or after the decision has been made. Barrie School's college disclosure policy complies with the application requirements of the individual college or university and with the National Association for College Admission Counseling's Statement of Principles of

Good Practice which states:

Counseling members agree that they should report any significant change in a candidate's academic status or qualifications, including personal school conduct record, between the time of recommendation and graduation, where permitted by applicable law and regulations and if requested by an institution's application. III.A. 8, 9

College Visits - Two days in October are designated as College Visit days. Seniors are allowed to miss classes for college visits, but must submit a Planned Absence Form.

Students are urged to make their college visits during vacations and the regularly scheduled Barrie visit days; however, should this timing not be feasible, other dates may be cleared.

For more information, see the [College Placement](#) web page.

## Extended Study Week and Open Campus Learning

### Extended Study Week Program

The Extended Study Week (ESW) program is a collection of co-curricular projects that include a week of specialized instruction, providing both individual and community experiences that extend learning beyond the traditional classroom. Each year, students are offered a choice of developmentally appropriate projects tied to curriculum and grade themes. To support a cohesive program, these offerings cycle every two to three years. This approach maximizes choice and exposure to diverse activities. This required program is an additional cost to parents.

The Extended Study Week Program reinforces our community values and prepares students for global citizenship. Each project embodies our commitment to 21st Century Learning Capacities, and the philosophies of teaching and learning that we embrace as a school: experiential, project-based, multi-disciplinary, and thematic learning, as well as service, stewardship, and community outreach. Local, regional, national, and international experiences provide students with opportunities to make meaningful connections between the project's driving question(s) and their respective grade-level theme(s).

Each project requires students to create authentic products that reflect their respective learning experience(s). These products serve as artifacts to build program legacy and are intended to create greater community access to what was learned and developed through the ESW experience.

Students are tasked with presenting individual and group learning outcomes through a project showcase, where they share products, experiences, and curricular connections with a wider

audience. Students access these outcomes through guided reflections in regular group meetings as part of the year-long process.

While faculty collaboration establishes project offerings, students are integral partners in the development of the driving question, project itinerary, and projected outcomes. These projects are supported by outside organizations, formal school partnerships, and other area resources. In project development, students are given opportunities to advance their leadership, teamwork, organizational, and practical-life skills.

## Open Campus Learning Opportunities

Rooted in the Montessori principles of our Lower School, the Barrie Middle and Upper School understands and appreciates the power of learning outside of the traditional classroom environment. As such, we regularly seek out, create, and embrace learning opportunities that capitalize on the expansive resources of our 45-acre campus, surrounding communities, Washington, DC and Baltimore metropolitan areas, and the greater mid-Atlantic region. Driven by our mission and values, Open-Campus Learning Opportunities provide authentic experiences for students to develop 21st Century Learning Capacities. An Open-Campus Learning model allows for intensive, cross-curricular, and/or service-based extensions of coursework. These extensions translate into the development of life skills and a deeper understanding of content knowledge, improving student success both within and outside of our educational setting. Our Open-Campus approach provides internal and external opportunities for learning, such as hosting guests on campus to share their expertise with students, performing service for others, or exploring off-campus resources and school partnerships.

As an extension of our core curriculum, Open-Campus Learning Opportunities are often directly connected to course projects and program themes, often leading to graded coursework. Additionally, students are expected to share the learning from these experiences with a wider audience using various formats, such as class pages, the school newsletter, blog posts, videos, and presentations.

Open-Campus Learning Opportunities can be identified and outlined by faculty, students, and parents alike. Each constituency is empowered to share and support opportunities they feel will extend student learning and enhance engagement. Each Open-Campus experience is then coordinated and led by a faculty member, with support from other staff, a lead student, or parent volunteers.

Open-Campus Learning is supported by the school through the designation of Open-Campus Days, which provide predictable times in the academic year for students and teachers to

make the world around them their classroom. Teachers are also encouraged to take advantage of events and opportunities that enrich and extend the curriculum that occur outside of designated Open-Campus Days.

## Fall Retreat

Each fall, Middle and Upper School students and faculty participate in a retreat, usually over two days. The purpose of the retreat is to strengthen the community by establishing and sharing norms, setting goals, nurturing a cohesive and healthy student body, and embracing grade themes. During retreat, students participate in activities by advisory, grade and division. We strive to focus on experiences and activities which can be reinforced academically and socially over the course of the school year.

Retreats are mandatory for all students and faculty, involve no additional costs, and may include an overnight component, on or off campus.

## Service Learning, Community Service, and Internships

Barrie's commitment to respect for self, others and the environment permeates all aspects of student life. We support and encourage our students to develop a sense of responsibility and engagement which will strengthen Barrie and communities outside of campus.

Service Learning is a method of teaching, learning and reflecting. Through its experiential components, Service Learning provides all Middle School students with an enriching hands-on learning experience interwoven with instruction and reflection. Most Service Learning opportunities are embedded into the school schedule and students are encouraged and supported to integrate their service into the fabric of their experience.

Barrie School's commitment to respect for self, each other and the environment permeates all aspects of student life. We support and encourage our students to develop a sense of responsibility and engagement which will strengthen Barrie School and communities outside of campus.

Community Service is donated time through an activity or service. Students in the Upper School are required to complete 175 hours of Community Service or Internship during their time in upper school. While some Community Service opportunities are scheduled as part of the program, students work with their advisors, Internship Coordinator, and the Montgomery County SSL website to identify opportunities. As part of their Community Service experience, students participate in pre and post reflection exercises.

Internships are completed by students in upper school and provide them an opportunity to have real world experiences associated with their career interests. Guided and assisted by

our Internship Coordinator, using a new online platform called x2Vol, search for internships in a variety of fields, including medicine, law, diplomacy, theater arts, and more. During their internships, students are encouraged to journal as a reflective exercise.

Finally, a timesheet, self-evaluation, and supervisor performance evaluation form must be submitted in order for Community Service and Internship hours to be approved and documented.

Internships are completed by students in grades 11 and 12 and provide them an opportunity to have real-time experiences associated with their career interests. Guided and assisted by their advisors, students are required to complete a minimum of 75 hours as a graduation requirement. During their internships, students are encouraged to journal as a reflective exercise.

A timesheet, self-evaluation, and supervisor performance evaluation form must be submitted in order for Community Service and Internship hours to be approved and documented.

## Student Life

### Advisory Program

The Advisory Program is a central aspect of a student's experience in Barrie Middle and Upper School. Advisors are the primary liaison between home and school and they are the student's advocate and mentor on campus. Barrie's commitment to providing a supportive and nurturing environment is enabled through advisory. Students can request specific individuals to be their advisors as well as state their preference for single or mixed advisories.

Collaborating with the Dean, Director of Student & Family Services, Director of Middle and Upper School Learning Services, and Head of Barrie Middle and Upper School, Advisors are guided in what they do during advisory as well as how they can most effectively support students and parents. Advisory provides students the opportunities for self-reflection, executive skills reinforcement, and healthy lifestyle review. Advisors are also able to spend time in an unstructured way chatting, playing games and getting to know their students. Advisors should communicate with parents regularly, particularly at the beginning of the school year, around reporting cycles and prior to conferences, and a student's transition to the school and its routines. Advisors are expected to have daily contact with their advisees. Advisory meets at different times of the week to follow a pre-designed curriculum and for the purposes of checking in.

## Assembly

Assemblies are an essential aspect of school life at Barrie. We participate in a variety of assembly structures including All School (two years to grade 12), Middle and Upper School (grades 6 to 12) and divisional (MS and US). Assemblies are thematic and led by staff, students and guests to the school.

## Awards

At the end of the school year, Barrie School recognizes outstanding student accomplishments at the Awards Ceremony. Our ceremony celebrates accomplishments in the arts, athletics and academics.

## Clubs and Committees

Clubs and Committees are essential aspects of student life at Barrie. Both Clubs and Committees offer opportunities for student leadership, and each demonstrates Barrie's commitment to honoring student voice. Clubs and Committees are embedded within the schedule rotation, which highlights our dedication to these programs and the skills and outlets they provide our students.

- Clubs offer students and staff an opportunity to participate in activities and experiences with peers who share a common passion or interest. Club proposals are collected at the beginning of each trimester and can come from both staff and students. Regardless of where the proposal originates, each Club has both a student leader and a faculty advisor. Students and staff present Club offerings at the beginning of each trimester, and students sign up for the club of their choice. Clubs with the greatest interest are adopted, and the proposal and sign-up process is revisited each trimester, allowing some Clubs to be offered again and continue throughout the year. Clubs are also encouraged to meet outside of the designated Club period, and many take advantage of time during lunch or after school to plan and participate in their activities.
- Committees are structured to promote and develop leadership, life, and work skills, and are led by students and advised by staff with complimentary experiences. Unlike Clubs, Committees stem from both the needs of the school and those of the Student Government Association. Whether planning a school dance, advocating for Green initiatives, or participating in a new marketing venture, these opportunities provide students with authentic experiences to practice these skills. Participation in a Committee is not mandatory for all students, however it is encouraged and supported by students and staff. Committee involvement is generally a year-long commitment, and students take on many different roles within the Committee

throughout the year.

## Lockers

- All Middle and Upper School students are assigned a locker. Middle School students are usually assigned two as well as a gym locker for their athletic gear. Students are required to keep their backpacks, clothing and other personal items in their lockers.
- Students are responsible for maintaining their lockers and are not permitted to leave food or other perishables in their lockers overnight.
- Most Upper School student lockers have locks included. Middle School and gym lockers must use a lock purchased by the student.
- Barrie School has the right to open any locker for inspection and remove any unauthorized item found in the locker. The school is not responsible for damage occurring to unauthorized personal items during any inspection.
- Prior to breaks and holidays, students are required to clean and tidy their lockers. This is usually done during advisory. Anything left in lockers past the last day of school becomes property of the school.

## Supplies and Textbooks

- Books are included with tuition, and are provided to students upon enrollment.
- Students are responsible for providing their own pencils and pens, binders, papers, and calculators. Some teachers may provide a list of additional school supplies to the student at the beginning of the school year.

## Student Drivers

- Students who drive to school must register their cars using the Car Registration Form.
- Students must park their vehicles in the Wat Thai parking lot. This parking lot is available to the school through the kindness of the Wat Thai community. Students are reminded to respect their property, and to behave in a socially acceptable manner.

## Social Events

- Social events are scheduled throughout the school year and are organized by the Student Government.
- Expectations for dress and for behavior are the same as during the school day. Students will be informed of appropriate dress guidelines for special events. Students who wish to bring guests to events must complete the activity guest form in advance.



- Students are to be picked up promptly by their parents at the end of each event.

## Student Government Association (SGA)

Students elect officers and class representatives to serve on the Student Government Association (SGA).

## Yearbook

Barrie School publishes a yearbook annually. This student run (faculty guided) publication is available for advance purchase during the school year.