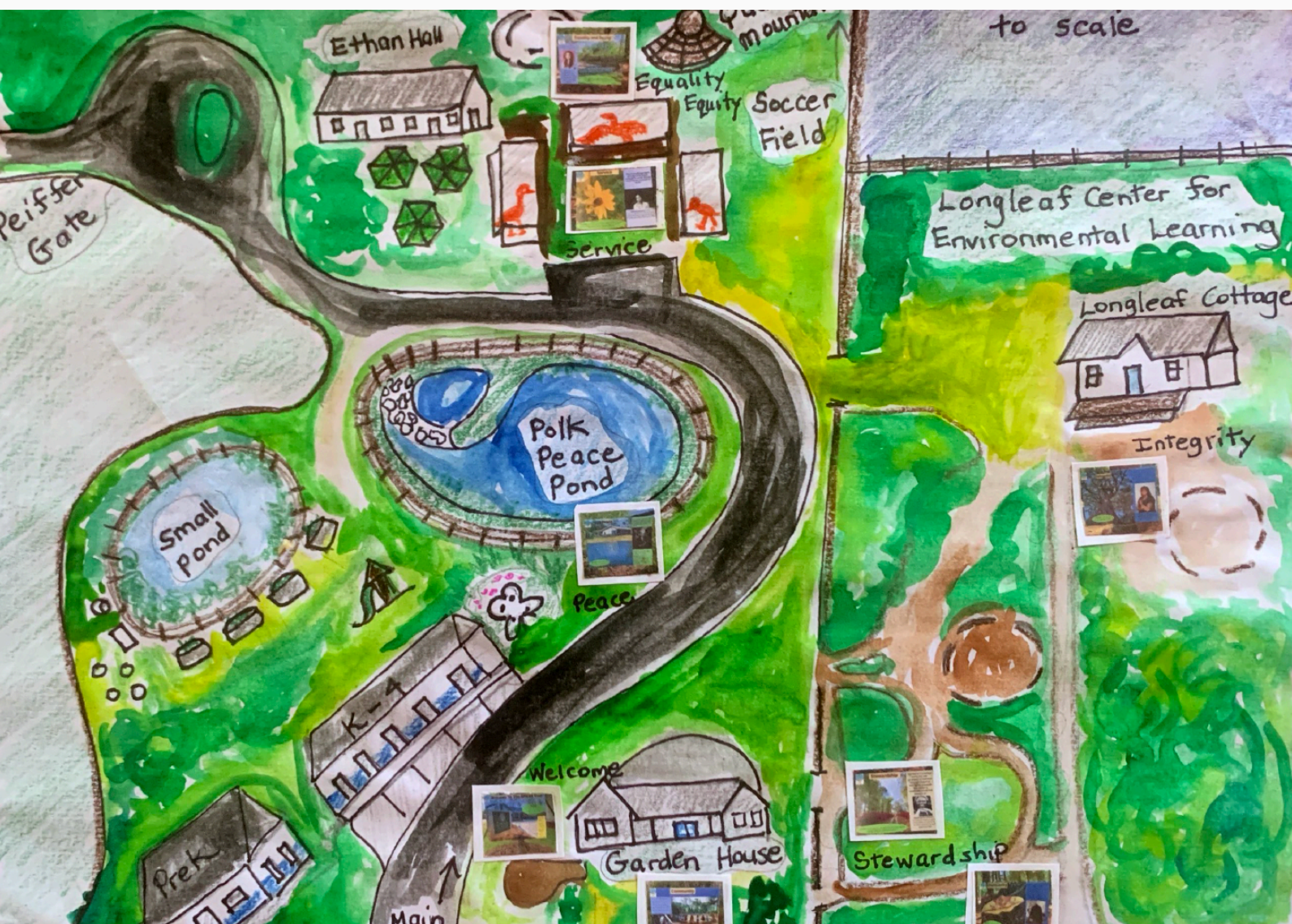




2024 - 2025  
EDITION

# FAMILY HANDBOOK

*We believe the world needs passionate, lifelong learners who act with courage, integrity, and love. Inspired by that need and the Quaker values of peace, equality, and care for the earth, Friends School of Wilmington is a vigorous academic community committed to educating the whole child.*



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## WELCOME FROM THE HEAD OF SCHOOL

Welcome to Friends School of Wilmington. It brings me great joy to introduce you to our exceptional community. At Friends School, we believe in nurturing young minds with a holistic approach, rooted in Quaker values and progressive ideals. I am thrilled to extend a warm and heartfelt welcome to you on behalf of our vibrant and inclusive learning community.

Friends School of Wilmington is a place where students are not just learners but explorers, where they are encouraged to question, reflect, create, and grow. Grounded in our Quaker values of simplicity, peace, integrity, community, equality, and stewardship, our school encourages students to become compassionate and socially responsible global citizens. We believe that by teaching reflective thinking, we empower students to make a positive impact on the world around them.

At Friends School, we practice experiential learning through inquiry and immersion, sparking students' curiosity and intrinsic motivation to learn. Our environmental education program is centered around a connection to and understanding of the natural world while promoting a sense of responsibility and stewardship for the environment.

Through engaging teaching methods, our students are encouraged to embrace their curiosity and pursue their passions. Our commitment to our students extends beyond the classroom, as we encourage active community involvement, instilling in our students a sense of responsibility to "Let Their Lives Speak."

In peace,



Tony McCudden  
Head of School

### **FSW's Mission Statement:**

We believe the world needs passionate, lifelong learners who act with courage, integrity, and love. Inspired by that need, and the Quaker values of peace, equality, and care for the earth, Friends School of Wilmington is a vigorous academic community committed to educating the whole child.

### **FSW's Diversity Statement:**

Friends School of Wilmington celebrates inclusivity and promotes diversity of our students, faculty, and staff. Through curricula and intentional programming that advocates for social justice, we prepare our students to engage in the world with curiosity and respect for all people.



# FRIENDS SCHOOL OF WILMINGTON: AN OVERVIEW

## **Mission and Core Values**

More than three centuries ago, the Religious Society of Friends - known informally as Quakers - established Friends schools in order to provide an education in which the spirit in each child was recognized and nurtured within a community of learners. Since then, Friends schools have maintained a tradition of quality education, offering nurturing environments in which children encounter rigorous intellectual challenges, acquire requisite academic skills, discover outlets for playfulness and creativity, and develop values necessary to act in the world in socially responsible ways.

Since its founding, Friends School of Wilmington has been recognized for its experiential academic program, its strong sense of community, and its rootedness in the essential Quaker principles of simplicity, peace, integrity, community, equality, and stewardship/service - known within Friends school circles as the SPICES.

## **The School's History**

Friends School of Wilmington was founded in 1994 by members of the Wilmington Friends Meeting. Classes opened in the fall of 1995 for 30 middle school students, meeting in the Brigade Boys Club of Wilmington. The school purchased the Peiffer Campus property in 1996 and moved to that location in 1998.

In April 2002, the school purchased the Pine Grove Campus property and opened a preschool and elementary school to serve students from 18 months through 5th grade at that location, and enrollment expanded from 60 to 182 students. In August 2003, the school purchased the Garden House property, adjacent to the Peiffer Campus, enlarging that site to seven acres. Beginning in 2007, modular classrooms were installed on the Peiffer Campus, thus providing enough classroom space for 3<sup>rd</sup> through 8th grades.

In January 2015, the Board of Trustees adopted a strategic plan that would result in a unified campus, enhancing all aspects of school life and ensuring financial sustainability. In March of 2019, the school broke ground on an infrastructure project, and in January 2020, drawings were completed for two new Lower School buildings. In October 2020, the Pine Grove Campus was sold, and in January 2021, our Preschool and K-4 buildings opened on what was previously known as the Garden House property, creating a unified campus at 5814 Camellia Lane.

In April 2021, the school purchased an additional 2.8 acres adjacent to the Garden House with intention to conserve the green space for student and community use. After renovating the existing cottage, adding front and rear decks, and establishing nature trails, this area of the campus became the Longleaf Center for Environmental Learning at Friends School of Wilmington. This additional green space and cottage provide a unique place to focus on environmental stewardship and justice through engaging interdisciplinary lessons for learners of all ages.

## **Educational Philosophy**

In keeping with the long tradition of Quaker education, FSW's educational approach fosters habits of respect, trust, reflection, and personal responsibility as cornerstones of a vibrant educational community. We believe that young people who are convinced of their own value will, in turn, seek and speak to the good in others. Therefore, we work to assure students of their individual worth, helping them develop gifts that are evident and discover gifts not yet revealed.

To this end, we offer a well-rounded, compelling academic program, integrating the arts and sciences and utilizing a research-based, developmentally appropriate curriculum. Through challenging and relevant hands-on activities - including project-based instruction and frequent field trip experiences - students explore and evaluate information in order to construct an increasingly sophisticated understanding of our world.

We guide students to take direct responsibility for their learning, modeling high standards and encouraging them to develop internal motivation for excellence as well. We support students as they develop a broad range of interests and abilities, build essential knowledge, and master skills in critical thinking and civil discourse.

## **Accreditation and Professional Memberships**

Friends School Wilmington is a 501(c) (3) non-profit organization. FSW is a member of the Friends Council on Education, an organization that provides support for Quaker schools throughout the United States. FSW is also a member of North Carolina Association of Independent Schools and the Southern Association of Independent Schools (SAIS), by whom it is accredited every five years, most recently re-accredited in 2021.

## **FRIENDS SCHOOL OF WILMINGTON AS A QUAKER SCHOOL**

### **Meeting for Worship**

Meeting for Worship - the Quaker practice of sitting together in silence in a spirit of expectant waiting - lies at the heart of the FSW experience. Through weekly Meetings for Worship, students learn to use mindfulness as a tool for active reflection. The Head of School, a teacher, or a student will often set the tone for the meeting by reading a story or poem, or simply by posing a question - known in Quaker circles as a "query" - to help the community come together around a common theme. While silence may continue throughout the period of worship, it also happens that an individual may feel compelled to speak out of the silence in order to express whatever has come to the mind or heart. FSW's Meeting for Worship generally closes with community singing.

In the tradition of Quakers, Friends School of Wilmington does not seek to proselytize or convert others to follow the Quaker faith. Rather, it is our goal to encourage each student to seek "the Light within" and develop a discipline of reflection. In the context of silent worship and our focus on universally held religious values, students with a wide variety of religious backgrounds - or none at all - will feel honored and respected at FSW.

## **Meetings for Business**

In the tradition of Friends, the FSW Board, faculty, and other entities within the FSW community follow Quaker practice when conducting meetings and carrying out business. Through this process, participants are asked to “seek truth” as a body regarding whatever issue is at hand. By listening respectfully to one another and, for some, listening for spiritual guidance, gathering new insights through hearing others’ perspectives, and thus achieving deeper understanding; the group strives to arrive at a shared understanding of appropriate steps forward. It is important for meeting attenders to share any insight they have even, and especially, when it appears to be conflicting. When the group’s “clerk” - the meeting’s facilitator - senses unity among the participants, s/he will articulate the “sense of the meeting” and ask for approval. No votes are taken, and all those present must agree with the decision. If consensus is reached, the decision is noted in the minutes that serve as the official record of the meeting and the matter is considered closed. If unity cannot be reached, the matter is tabled, or held over, for further exploration. Some decisions rest solely with the Head of School or other school personnel, or require a timely response. In those circumstances, a meeting may be called to gather insight and “seek truth,” and while a “sense of the meeting” may be noted, consensus is not sought.

## **Addressing Conflict**

The Quaker Peace Testimony, rooted in the belief that there is “that of God” in everyone, lies at the heart of how Friends schools have led the way for decades in teaching conflict resolution to young people. Related to Friends’ business practice, FSW employs Quaker principles and practices in response to conflicts that arise within the community. It is understood among Friends that no single individual holds “the truth,” that “either/or” thinking is often limited in scope and imagination, and that through deep listening and respectful discourse, solutions may be discovered or generated that serve the community best. Friends School of Wilmington introduces this process with our youngest children when tensions between students occur, and throughout the grades, students are taught strategies for peer mediation and peaceful resolution of conflict. In keeping with the Quaker testimonies of peace, respect, and community, these practices are expected to be utilized throughout the FSW adult community as well. Just as students are held to high standards, so, too, are the adults in our community. FSW uses Quaker processes to address conflicts, demeaning language, or disrespectful behavior whether it occurs in the classroom, the playground, the soccer field, or in a meeting among adults.

## **Diversity, Equity, Inclusion, Justice and Belonging**

The Quaker belief that there is “that of God” or an “Inner Light” within every individual informs the culture of respect that is a hallmark of all Friends schools. Although many who are unfamiliar with Friends’ practices consider the widespread use of first names between children and adults as informal or a sign of disrespect, this practice is, in fact, age-old and deliberate within Quaker schools, rooted in the testimony of equality among individuals of all ages.

Stemming from this core Quaker tenet of the sacred worth of each individual, Friends schools have long honored diversity across many dimensions of personal identity - including gender, sexual orientation, gender identity, family structure, religion, national and ethnic origin,



physical and intellectual ability, and more. Recently, however, we have come to recognize that our nation's history with regard to Black and Indigenous peoples warrants especially focused attention in these times. We have much work to do and many truths to face. In order to redress historical wrongs that span centuries, including within our Friends schools, going forward we are called to redefine our schools as explicitly anti-racist in their policies and practices.

At Friends School of Wilmington, we seek a community that reflects a wide range of religious traditions, ethnicity, and cultural backgrounds and a range of family structures. Our philosophy encourages students to understand, respect, and actively learn from differences in order to become compassionate global citizens. We summarize this commitment in our Statement of Diversity, Equity, and Inclusion:

***Friends School of Wilmington celebrates inclusivity and promotes diversity of our students, faculty, and staff. Through curricula and intentional programming that advocates for social justice, we prepare our students to engage in the world with curiosity and respect for all people.***

To further this work, FSW has established a DEIJB (Diversity, Equity, Inclusion, Justice, and Belonging) Council. This group includes members from all constituent groups within the school community. Holding up a mirror to our school's culture, curriculum, policies, and practices through the lens of the Friends Council on Education's Principles of Good Practice for Quaker Schools, the group's charge is to identify and address whatever elements of systemic racism and bias exist within our midst, challenging us to look within ourselves, as well as take stock of our individual roles in repairing our world and creating a community of belonging at Friends School of Wilmington.

## **Environmental Stewardship and Justice**

At FSW, we believe that one of the most critical aspects of our mission is to instill in children a connection with the natural world, and to prepare them for a future in which the need for environmental awareness and action will only become more pressing. Since FSW's founding in 1994, environmental studies have been woven into the curriculum, and the recent unification of our campus, the purchase of adjoining green space, and the establishment of the Longleaf Center for Environmental Learning have all expanded the possibilities for sustainability education.

Our campus features natural play areas, woodland trails, a wetlands area, two retention ponds, bird habitat areas, native plantings, and classroom gardens, all of which provide rich opportunities for place-based and project-based teaching, learning, and play. The school's curriculum examines the interconnectedness between natural and human social systems, including ecological systems and biodiversity, air and water quality, energy and climate change, stewardship of land and water, recycling, composting, hazardous waste, and the disproportionate effects of these issues on socially and economically vulnerable communities. These topics are addressed in age-appropriate ways through curriculum units within the classroom, guided exploration and free play across the school grounds, and partnerships with local environmental organizations and sustainability projects within and beyond the Cape Fear River Basin. Our ultimate goal, as we continue to grow our program, is to draw students'

attention to the most important question of our time: How can humanity exist in harmony with nature in ways that support both present and future generations?

## **Friends and Social Activism**

Since emerging in mid-17th century England, Quakers have been known for living their lives “in witness” to their core belief in the presence of the Divine within each person. Out of this central tenet have flowed many streams of social activism that reflect Friends’ deep respect for all of humanity. Friends are widely known for their commitment to peace, including conscientious objection to military service or paying taxes that support war efforts, promoting nonviolent protest and conflict resolution, and addressing the underlying causes of war. In 1947, the Nobel Peace Prize was awarded to two Quaker organizations – the American Friends Service Committee being one – in recognition of three centuries’ worth of opposition to war, and in particular, the relief work carried out by Quakers after World War II. Throughout their history, Friends advocated for prison reform and the abolition of slavery, and were deeply engaged in the struggles for women’s suffrage and the civil rights movement. Most recently, Friends have been turning their attention to issues of economic and environmental justice. In the words of the Friends Committee on National Legislation, Friends are seeking “a world free of war and the threat of war...a society with equity and justice for all...a community where every person’s potential may be fulfilled...and an earth restored.”

At Friends School Wilmington, social activism takes many forms. Faculty, staff, students, and families are encouraged to share their passions and follow their leadings for making the world a better place. The goal to empower students is a cornerstone of FSW’s educational philosophy, and doing so through the context of advocacy and activism is a powerful way for students to learn that it is never too early to stand up for what you know is right. Most importantly, FSW is committed to instilling in young people the conviction that as they go forward in their lives, they are equipped to be the change that they wish to see in the world.

## **Wilmington Friends Meeting, Quakers, and FSW**

Members of the Wilmington Friends Meeting (WFM) were instrumental in establishing Friends School of Wilmington. FSW and WFM are separate corporate entities with separate governing boards, but the FSW Board of Trustees includes active Quakers, some of whom may be members or attenders of WFM.

## **To Learn More**

FSW parents, faculty, staff, and Trustees – may deepen their understanding of Quakerism in general and Wilmington Monthly Meeting in particular in a variety of ways:

- Attend meeting for worship at WFM on any Sunday at 10:00am.
- Attend meeting for worship at Friends School on one of the Sundays when FSW invites WFM to worship at the Longleaf Center on campus. These are typically on the third Sundays in October and March.
- Explore larger Quaker organizations like [Friends Council on Education](#), [Friends Committee on National Legislation](#), [American Friends Service Committee](#) and retreat centers like [Pendle Hill](#).

## GOVERNANCE AND ADMINISTRATION

### The Board of Trustees

Friends School of Wilmington is a non-profit organization governed by a Board of Trustees composed of members of the Religious Society of Friends, parents and grandparents of students and alumni of the school, and friends within the broader community. The Board provides support for all aspects of the school through policy development, fiscal oversight, strategic planning, and fundraising, while delegating the school's day-to-day management to the Head of School.

The by-laws of Friends of School Wilmington provide for a Board of Trustees of no fewer than 5 and no more than 20 members. The Governance Committee, a nominating subcommittee of the Board, submits recommendations to the full Board for approval by May of each year. FSW Board members may serve for up to three consecutive three-year terms before rotating off the Board for a minimum of one year. A copy of the bylaws is available from the Business Office.

FSW's Board of Trustees meets six times each year. Meetings are open to all members of the school community, but the Board reserves the right to retire into an executive session when necessary for consideration of sensitive issues.

### Committees of the Board

The Board appoints Committees as it sees fit to carry out necessary functions. Standing committees of the Board include the following:

**The Finance Committee** oversees the school's operating budget, conducts long-range financial planning, and addresses issues pertaining to personnel policy, salaries, benefits, and general support of faculty and staff.

**The Governance Committee** seeks out, cultivates, and nominates trustees for the Board and its subcommittees. It also educates new trustees to the school's procedures and issues, and oversees ongoing trustee development.

The committees listed below are open to members beyond the Board of Trustees. These committees meet monthly. Interest in serving on a Board committee should be directed to the Head of School or the Clerk of the Board.

**The Advancement Committee** helps to coordinate work relating to the school's communications, donor cultivation and fundraising, including the Annual Fund Appeal, GrandFriends Day, major capital campaigns, and enhance events that promote the school.

As described previously, the **Diversity, Equity, Inclusion, Justice and Belonging Council** includes members from all constituent groups within the school community. Holding up a mirror to our school's culture, curriculum, policies, and practices through the lens of the Friends Council on Education's Principles of Good Practice for Quaker Schools, the group's charge is to identify and address whatever elements of systemic racism and bias exist within our midst. They challenge us to look within ourselves, as well as take stock of our individual

roles in repairing our world and creating a community of belonging at Friends School of Wilmington. The Council can help process the feedback received from any constituent and guide the school in setting strategic direction for DEIJB implementation.

Periodically, other ad hoc committees are convened to address specific issues or projects. These are announced in Friends Mail for all who are interested, and parents with specific expertise are often specifically invited to join a committee.

## **Senior Administration**

The role of the school's administrative staff is to support faculty, engage with the parent body, oversee the school's programmatic and business operations, and to care for the community as a whole.

- *The Head of School* is the school's chief administrative officer. Responsibilities include oversight of the school's mission, policies, and administrative operations, such as admissions and recruitment, marketing, fundraising, and constituent relations. The Head of School also oversees the hiring, supervising, and dismissal (if necessary) of all other employees and volunteers, as well as the shepherding of all academic, social/emotional, athletic, and extracurricular programs. The Head of School sits as an ex-officio member of the Board of Trustees.
- *The Lower School (Preschool-5th) and Middle School (grades 6th-8th) Directors* manage and coordinate all Friends School programming. Responsibilities include leading each division's faculty, evaluating the curriculum, supporting students, communicating with parents, and fostering a sense of Quaker community, school-wide.
- *The Business Manager* is responsible for the financial operation of the school, personnel and human resource functions, campus-wide facility and equipment maintenance and operations.
- *The DEIJB Coordinator* leads the development and implementation of FSW's Diversity Plan that includes policies, protocols, and programs that promote Diversity, Equity, Inclusion, Justice and Belonging.
- *The Director of Admissions* is responsible for the oversight of the inquiry, application, and enrollment processes, analysis of retention and attrition, promotion of programs, and relationship building with all FSW families.
- *The Director of Communications* is responsible for promoting programs and events and creating publications that inform and engage current families, prospective and alumni families, friends of the school, and donors.
- *The Director of Auxiliary Programming* is responsible for all athletic, after-school enrichment, and summer camp activities.

## **COMMUNITY LIFE AT FRIENDS SCHOOL OF WILMINGTON**

### **Family Involvement**

At Friends School of Wilmington, parents, siblings, and grandparents are all regarded as part of the extended FSW community. A number of special events throughout the year - like Friendsgiving, Night of Peace, Martin Luther King, Jr. Day, GrandFriends Day and Earth Day -

give all members of our school community an opportunity to connect in person. We enjoy gathering outside in all seasons to promote a healthy and vibrant community.

Families new to the school are invited to a New Family Welcome event every August at the FSW Longleaf Center. This gathering provides the opportunity to meet each other and to be welcomed to the school by the Administrative Team. Frequently asked questions are answered and fun is had! Children are always welcome.

The entire community is aware of new families joining the school through announcements sent before the school year begins and throughout the year.

### **Ways to Pitch In**

At the beginning of the school year, teachers and division directors will share a list of volunteer opportunities within the school. We encourage all families to volunteer in some capacity: serve as an Annual Fund Ambassador; participate on a Board committee; help to organize a community-building event for your child's class or division, help with all-school events, such as the Back to School Gathering, Night of Peace, Martin Luther King Day Remembrance, GrandFriends Day or Graduation. To ensure child safety, all volunteers who work with our students will complete a background check, have up-to-date Covid vaccinations, and comply with CDC guidelines regarding communicable diseases.

### **The Parent Association**

The purpose of the FSW Parent Association is to support the school, the parent body, and relationships within the school community. While it is the responsibility of the school's Trustees to set school policy and develop a strategic agenda, and of the professional staff of teachers and administrators to shape program and curriculum and manage administrative operations, the Parent Association fills an important role in supporting these stewards of the school's mission and vision.

The primary aims of the Parent Association are:

- To support and further the mission of FSW;
- To involve parents in the life of the school, connecting them across grade levels and beyond the school day
- To provide a forum for parent education about the school's curriculum, culture, and policies
- To provide regular opportunities for parents to learn about the ongoing work of the faculty, administration, and advancement
- To work in support of the teachers, administrators, and trustees on issues of local concern
- To facilitate communication between the school and families, and among families themselves
- To plan opportunities for parent education through lectures, workshops, and discussion groups

## **Membership & Participation**

All FSW families are automatically members of the Parent Association. It has been found, however, that those families who become actively involved in the work of the PA tend to feel more deeply connected with others in the community. Opportunities for service through the Parent Association include the following:

- Volunteer for a role on the Parent Association Executive Committee, the leadership arm of the full Association
- Lead and participate in outdoor work projects
- Support community building events like Giving Tuesday Celebration, Night of Peace, and GrandFriends Day
- Offer teacher appreciation activities
- Organize a presentation or workshop in an area of expertise related to parenting
- Create ad hoc subcommittees as deemed necessary or desirable, meeting as needed to carry out the functions assigned to them

More information about the Parent Association is shared throughout the year via FriendsMail, PA newsletters, and classroom representatives.

## **Visiting the School**

Just as we aim to create an inclusive and nurturing environment for students at FSW, it is our intention that families also feel welcome in and around the school buildings and campus. For health and safety reasons, however, all school visitors, including families, must sign in at the front desk and secure a Visitor's badge before proceeding to any school building or outdoor activity.

## **Animals on Campus**

With approval from all in proximity, animals owned by faculty, staff and students may visit the campus on an occasional basis provided that the animal has all necessary inoculations, health records and licenses. Animals must be under the control and supervision of the owner or the teacher at all times. Owners are responsible for repairing any damage caused by their animal. Owners are expected to remove their animals' waste so that the school's lawns and playing fields are not fouled.

# **EVERYDAY MATTERS**

## **Attendance Expectations**

FSW students are expected to be present on campus whenever school is in session. Absence from school is excused for illness, quarantine, emergencies, and family commitments. However, given the hands-on nature of the FSW program, absences should be kept to a minimum. While we understand that students must occasionally miss school for medical or other appointments, families are asked to schedule such appointments after school or during vacations as much as possible in order to avoid missing classes and other school activities. Please contact your child's teacher/advisor and Division Director when your child is (or will be) absent, so that we can coordinate make-up schoolwork. Especially in the case of an



extended absence, it is the parent's responsibility to contact the student's teacher/advisor and Division Director in advance to arrange for work to be completed during the absence.

When a student is absent for 12 days or tardy for 20, Division Directors will contact the family and discuss ways to ensure consistent presence at school.

### **Arrival, Dismissal & Gate Procedures**

<b>Morning Arrival Procedures</b>					
<b>Group</b>	<b>Time</b>	<b>Enter</b>	<b>Drop Off</b>	<b>Procedure</b>	<b>Exit</b>
SPARK Stargazers - 4th	7:30 - 7:50	Peiffer	Preschool building	Drop-off line	Camellia
SPARK 5th - 8th	7:30 - 7:50	Camellia	Courtyard	Drop-off line	Peiffer
Stepping Stones	8-8:15	Camellia	Inside classroom	Park in any open spot outside Camellia gate.  Enter campus via pedestrian sidewalk and meet Marsha/Kendra inside.	Camellia
Stargazers - 4th	7:50-8	Peiffer	Preschool building	Drop-off line	Camellia
5th-8th	7:50-8	Camellia	Courtyard	Drop-off line	Peiffer
Sibling Family  Stargazers - 4th & 5th-8th siblings	7:50-8	Peiffer	Preschool building	Drop-off line  All students dropped here. Older students will be escorted to the courtyard.	Camellia

Afternoon Dismissal Procedures					
Group	Time	Enter	Pick Up	Procedure	Exit
Stepping Stones	11:45	Camellia	Preschool playground	Park in any open spot outside Camellia gate.  Enter campus via pedestrian sidewalk and meet Marsha/Kendra on the Preschool playground.	Camellia
Stargazers Half-Day	12:00	Peiffer	Preschool building	Pick-up line	Camellia
Stargazers Full-Day	2:45-3	Peiffer	Preschool building	Pick-up line	Camellia
K - 4th	2:45-3	Peiffer	Lower School building	Pick-up line	Camellia
5th-8th	2:50-3	Camellia	Courtyard	Pick-up line	Peiffer
Sibling Family  Stargazers - 4th & 5th-8th siblings	2:50-3	Camellia	Courtyard	Pick-up line  All students picked up here. Younger students will be escorted to the courtyard.	Peiffer
CARE	3-5	Camellia	PE building	Park in courtyard area and meet Mitch/CARE staff inside.	Camellia

Gate Timetable	
Gates Open	Gates Close
7:30AM	8:30AM
11:30AM	12:15PM
2:30PM	3:30 (Peiffer); 5:30 (Camellia)
<i>In other words, gates are only open between the hours of 7:30-8:30, 11:30-12:15, and 2:30-5:30.</i>	

<b>Arrival &amp; Dismissal Policies</b>	
<b>Topic</b>	<b>Policy</b>
Late drop-off	For all students arriving after 8AM, enter through Peiffer gate and park outside of the Preschool building. Check your child into the Front Office with Susan.
Early pick-up	For all students departing campus before their assigned dismissal time, enter through Peiffer gate and park outside of the Preschool building. Check in with Susan at the Front Office.
Late pick-up	For all students remaining on campus after 3:05PM, parents will be called and the child sent to afterschool CARE.
Authorized pick-up person	Students may only leave campus with an approved adult that has been previously added to our student information database system (FACTS SIS). For more information on how to add designated individuals, please email Theresa Schroeder at <a href="mailto:theresas@fsow.org">theresas@fsow.org</a> .
Placards	During the first week of school, students will be sent home with car placard kits. Please attach the placard to your driver's side visor with the provided binder clip so that your child's name is clearly visible during school pick-up in the afternoon.

### **After-School and Enrichment Programs**

FSW has an extensive After-School Enrichment Program as well as Afterschool CARE. Enrichment Programming may include gymnastics, pottery, nature lessons, cross-country running, skate squad, Science Olympiad, or Ultimate Frisbee.

Afterschool CARE is facilitated by two staff members who supervise snack, art activities, outdoor play, reading and games. Older students have the option for quiet study time, allowing them to independently complete homework assignments. Students enjoy a familiar environment in which to play where social expectations are consistent with the school day.

Students may choose to attend once a week, several days a week, or Monday-Friday. Enrollment is offered quarterly or annually. After-School CARE is also offered during Parent Conference days, half-days, and Teacher Workdays.

### **School Closings for Severe Weather**

FSW typically follows public school closings/delays due to inclement weather. However, since FSW students do not wait outside for buses, Friends School is in session even when it is very cold, as long as road conditions are safe. Using the FACTS/SIS Parent Alert System, we will notify families about any closings and delays.

### **Force Majeure Policy**

FSW reserves the right to adjust the school calendar to complete an academic year, as necessary, due to forces beyond its control that necessitate a temporary closure in order to

perform its obligations. Such forces beyond the school's control include, but are not limited to closures due to pandemic in the school or community, destruction of facilities due to fire, weather or other factors, other threats to the safety of students, national emergencies, act of God, war, governmental action, act of terrorism, epidemic or any other event beyond the school's control or any other situation that cause the school to decide that a temporary closure is in the best interest of the students and/or school. Under such circumstances, the school's duties and obligations may be suspended immediately without notice and postponed until the school, in its sole discretion, may safely reopen.

The school reserves the right to alter the school calendar, daily schedule, or shorten or lengthen the school year in order to complete the academic programs. Adjustments to the school calendar may include, but are not limited to, requiring students to make up missed days on planned breaks from school, altering the start of the academic year, or by extending the academic year into the summer months. In addition, the school reserves the right to determine how and by what method educational instruction will be provided to students. Educational instruction may be provided through non-traditional methods including, but not limited to, web-based teaching. It is expected that all students will have access to a computer with internet access in their homes or other reasonably available locations to facilitate web-based learning in the event of school closure due to forces beyond the school's control.

The school will not be responsible, found in breach of the Enrollment Contract and/or legally liable for any tuition refund or for any loss, costs or damages for any program alteration, including any changes in the academic year, school calendar, programs offered, cancellation, or other alteration resulting from such force majeure events. In the event that the school cannot re-open due to an event under this clause, the school is under no obligation to refund any portion of the tuition paid. The sole financial remedy for a force majeure event is future service delivery and not a tuition refund.

## **Clothing**

Students are encouraged to wear casual clothes that are conducive to the business of school. Clothing should be clean and neat, and it should allow for comfortable movement in the classroom and on the playground. Printing on clothing should not include disrespectful or offensive language or violent messages. Hats and other headwear are permissible in school and must be worn in such a way that does not interfere with direct eye contact. Children should be prepared to go outside in all kinds of safe weather. Clothing and shoes should be useful for a wide range of physical activities including PE, walking in the woods, and other outdoor activities.

## **School Supplies**

Many educational resources and tools used at FSW are provided to students at no additional cost. A list of necessary and recommended school supplies is provided prior to the start of school. The list is emailed to families in August and is posted on the school website. Students are responsible for the proper care and maintenance of all materials including books.

## **Food**

Full-day students need to bring lunch and a snack. Lunch times vary but generally fall between 11:30 am and 12:00 pm.

For both snack and lunch, please provide simple, well-balanced, nutritious foods and drinks. We encourage fresh fruit or vegetables, yogurt, whole grain crackers, sandwiches or other main course, and a reusable water bottle. We do not have space or Health Department approval to refrigerate lunches, so please use ice packs or frozen drinks to keep them cool. Microwaves are available for student use in middle school. Please label water bottles and lunch packs with the student's name.

## **Creating an Allergy-Safe School Environment**

In the case of severe allergies, Division Directors and classroom teachers will work with families to create a safe environment for the child.

- FSW does not prohibit students from packing peanut butter and other nut products in their lunches. We do ask families to choose other food items for in-school fare as much as possible. Students who bring nut products to school will be asked to respect the potential need for a “nut free table” in their classroom, to wash their hands after eating, and to clean up their spaces afterward with appropriate cleaning materials.
- Students may not share food, utensils, or containers.

Questions regarding these policies may be directed to Division Directors.

## **Personal Possessions**

Students willing to share in an inclusive manner may bring sports equipment to school. Students may bring and use skates, skateboards, and scooters at school, provided they wear an appropriately fastened helmet and safety pads, and parents have completed the permission form for these activities. Toys, including music and video players, radios and electronic games, are not appropriate for school.

Students may not use cell phones during the school day; phones must be turned off and stowed until the student departs from campus. If they choose to use any device for non-sanctioned learning activities (“unacceptable use”— see below), the device will be held at the front desk for parent pick-up at the end of the day.

# **PROGRAM AND CURRICULUM**

## **Academic Curriculum**

Our curriculum draws from nationally recognized, research-based programs in reading & writing (Columbia University's Teachers College Reading & Writing Project; Orton-Gillingham) and mathematics (University of Chicago's Everyday Mathematics Program; Michigan State University's Connected Mathematics ), as well as thematically scaffolded social studies and science units.

Our enrichment subjects uplift Spanish language immersion, artistic creativity, musical expression, and physical education, nurturing well-rounded individuals who thrive in both academic and extracurricular pursuits. Our dedicated teachers are expert facilitators, guiding students on a journey of discovery, critical thinking, and problem-solving through hands-on, experiential learning opportunities. As Quaker educator Parker Palmer wisely states, classrooms are an "eternal conversation about things that matter, conducted with passion and discipline."

See below for a general overview of the curriculum or follow [this link](#) from our website for additional details.

### **Montessori Preschool Program**

- Self-directed activity, hands-on learning and collaborative play
- Students make choices in their learning, while the teacher guides the process
- Intentionally planned environment to help concentration and encourage independence, exploration and curiosity

### **Inquiry-based Program, K-8**

- Emphasis on independent learning and collaborative working groups
- Students develop critical thinking, problem-solving, reflection, analysis and research skills
- Teachers are expert facilitators who consistently incorporate hands-on, experiential study
- Fostering habits that lead students to love learning for life
- Classroom management infused with Teaching Children to Care, Responsive Classroom, and Developmental Designs

### **Homework**

FSW's approach to homework is informed by research and by our experience as educators. Homework can promote student learning by offering the opportunity to practice and reinforce new skills, to integrate and extend learning, and to prepare for new lessons ahead. Whether an assignment is completed at school or at home, it must be both relevant and appropriate given the child's readiness and stamina.

#### *Elementary Grades*

In the elementary grades, students carry out much of their essential work during the school day. However, we ask children in all grades to read (with parents if necessary) every night. Elementary students also extend their learning through math explorations and practice at home, along with age-appropriate projects.

#### *Middle School*

Research has demonstrated that middle school students benefit from a manageable amount of homework. FSW middle school teachers work to assign balanced, meaningful homework, sometimes individualizing assignments in order to offer the right amount of challenge and enrichment to each student. While we encourage parents of middle school students to allow them to develop autonomy, parents can support their children by checking Google Classroom for assignments, establishing clear rules and procedures at home, identifying a quiet place to



complete homework, and modeling how to handle frustration or challenges. We encourage parents to communicate with their child's teachers when things are not going well in order to strategize next steps.

## **Field Trips**

At FSW, we weave firsthand experiences into the program and curriculum as much as possible in order to engage students directly with the world beyond the classroom. We may host a guest speaker at school, travel across town for a service learning opportunity, or visit a local museum, historical site, farm, or nature preserve - all of which reinforce and enhance the curriculum. As each class schedules its own field trips, parents are often invited to participate as chaperones when it is developmentally necessary and appropriate. However, as students mature into pre-adolescence and develop the need for an independent identity, fewer parent volunteers are necessary.

While the Wilmington area is rich in resources, some of the best learning destinations are to be found further afield. For upper elementary and middle school students, we plan multi-day, overnight learning excursions for each grade.

Through these field trips, students gain valuable experience that extends beyond the strictly academic. Overnight trips and extended travel provide opportunities for students and teachers to experience a group dynamic that is noticeably different from that of the classroom and the seven-hour school day. Because shared experience is the foundation upon which lasting friendships are built, these overnight learning excursions contribute to the building of a close, cohesive school community. Field trips encourage individual students to stretch beyond their previously assumed limits, increasing their confidence and sense of autonomy, and helping them move beyond the self-centered mindset of childhood to begin thinking about their responsibility to a larger group. FSW trips are planned to include developmentally appropriate levels of challenge, while at the same time observing established safety protocols and close supervision.

For all of these reasons, it is important that students take part in planned field trips unless there are compelling medical or personal reasons that prevent their participation. When special circumstances arise making it impossible to participate, it is the responsibility of parents to initiate a dialogue with their child's Advisor/Lead Teacher to come up with suitable alternative experiences and assignments while the class is off campus.

## **Service Learning**

At FSW, we are committed to creating meaningful community service opportunities for students of all ages as integral to the academic curriculum. Community service connects students with a sense of personal responsibility for others, whether they are peers at school, people in their neighborhoods, or communities that need support anywhere in the world. It enriches the academic program by giving students real-world experience with people and issues they might otherwise simply read or hear about. Firsthand knowledge increases understanding and leads to action, both of which are high priorities in a Friends school. In many cases, it gives students a chance to experience gratitude, as they share their gifts and good fortune with others. This is place-based education at its best.

Preschool students' service work focuses on keeping their classroom environment clean and tidy. Younger elementary students work on landscaping projects, recycling, composting, and cleaning up the grounds at school. Older elementary and middle school students rotate through a variety of service learning activities both on and off campus. Students may participate in school leadership teams, tend campus gardens, work on beach cleanup, tutor younger students, or work at area nonprofits such as Good Shepherd Center, nursing homes, and more.

## **Assessment**

At FSW, we invest a great deal of time, thought, and care into assessment. Throughout the school day, students are given continual feedback about their areas of strength and their next steps. Formal evaluations by teachers are completed and shared with parents on a periodic basis (see below). The timing and format of these evaluations varies based on the age of the student. Either parents or teachers may schedule conferences as needed to address questions or concerns.

## **Standardized Testing**

FSW administers the Educational Records Bureau Comprehensive Testing Program (ERB CTP) for 3rd through 8th grades in the spring. ERB CTP is the preferred standardized test program for independent schools nationally. In addition to providing teachers and parents with data about individual students, these assessments allow us to gauge the quality of our program in relation to independent schools by providing national norms. Students are assessed in math, language arts, and verbal and quantitative reasoning. Student scores are available for parent review with the Division Directors.

# **SUPPORT SERVICES**

## **A Diverse Community of Learners**

At FSW, we are committed to nurturing a diverse community of learners. Teachers value the unique contributions of each child and appreciate that students learn differently. They work to understand students' learning needs and, within limits that vary based on age and area of study, can work to adapt learning activities accordingly.

Teachers' ability to serve a particular student, and thus continue enrollment, is contingent on parents engaging in ongoing conversation, collaboration and cooperation with teachers and administrators. This includes following teacher and administrator recommendations, and providing requested evaluations, tutoring and support services in a timely manner by a professional accepted as qualified by the school. Following treatment recommendations made by a qualified professional may be a condition of continued enrollment at the discretion of the school.

## **Student Accommodation and Support**

### ***Identifying and Addressing Initial Concerns***

When teachers recognize a student with learning or behavioral challenges, they ask for the Division Director and/or School Counselor to observe and communicate with the student's

family about the challenges that the student has been experiencing at school. This communication is documented and shared with all.

### ***Building a Plan***

After conferring with parents and school administrators, the classroom teacher offers support strategies and accommodations. Parent communication about this teacher-initiated individualized support is continually documented and shared. If these strategies and accommodations result in limited or no success (or the student seems to require these accommodations to continue long-term in order to succeed):

1. The classroom teacher confers with the school's support team
2. The team meets with parents. At this meeting, the school staff and parents/guardians will discuss the information that has been gathered and provide recommendations that may include, but are not limited to:
  - Tutoring
  - Referral for evaluation by pediatrician or psychologist
  - Accommodations that can be made in the classroom while awaiting an evaluation by a pediatrician or psychologist
3. In April/May, current teachers and following year teachers will gather with the student support team and parents to discuss the student's progress, which accommodations were effective, and any that were not. They will discuss outside supports that will be necessary through the summer and the following school year. A diagnosis of any learning issues or behavioral challenges will be addressed and supports will be maintained as necessary.

### ***Documenting Accommodations for ERB CTP testing (3rd-8th)***

If a student receives a diagnosis and suggested accommodations after evaluation by a pediatrician or psychologist, this will be noted in a confidential folder within the student's file. It must be included in order for appropriate modifications during ERB testing.

### ***Advancing a Student to a Higher Grade Level***

In rare instances, students are considered for grade advancement in order to ensure that they are engaged in learning that matches their intellect. In concert with parents, faculty and staff will base their decision on the following criteria:

- Student shows consistent mastery of material introduced in their grade level, and demonstrates skill level beyond the abilities of highest performing students in their class.
- Student can successfully integrate socially and learn collaboratively with a class of older students.
- Student has worked independently outside of school and successfully advanced academic skills.
- Teachers feel that advancement is in the best interest of the student and/or classmates.

## **YEAR AFTER YEAR: TRADITIONS & SPECIAL EVENTS**

### **Birthdays**

Teachers communicate directly with parents about birthday celebration guidelines. Because of the risk of allergic reactions, healthy treats individually packaged, with ingredients clearly labeled, are preferred when sending in edible treats. Please do NOT send toys or party favors. Students and parents should be sensitive to exclusion/inclusion issues when planning birthday parties. Invitations should be extended by mail or phone, not at school, unless all students in the class are invited.

### **Party in the Pines**

Our back-to-school bash that celebrates the return of students on campus. It's held on our Longleaf Center property soon after school begins in August and includes food trucks, games, and music.

### **Moonick**

For many years, Friends School families have gathered at Wrightsville Beach on full moon evenings throughout the school year for informal gatherings we call "Moonick." Typically organized by the Parent Association, families gather at Wrightsville Beach Park preceding the full moonrise before walking together to the beach.

### **Alumni Day**

Young alumni return to campus to see each other and share their wisdom with current middle school students. It occurs every year on Veteran's Day.

### **Night of Peace**

Our annual musical celebration of the winter holidays. It features all students performing in groups and ensembles, and always includes a sing-along.

### **Martin Luther King, Jr. Day Remembrance and Celebration**

Since 1999, Friends School students have marched in the MLK Day parade. Initially, only Middle School students and faculty participated, but in 2014, our entire school started participating, with parents accompanying younger students. Preceding the parade, the whole community gathers to join in singing and remembering the Civil Rights Movement in America and the Quaker connections to it, then and now.

### **GrandFriends Day**

Each spring, grandparents and special friends are invited to campus to enjoy time in classes as well as "under the tent," where all students share the essence of a spring celebration. The goal is to connect with and thank students' extended families who support their journey at Friends School of Wilmington.

## **Earth Week**

Through our environmental education program, the school focuses on a plant/animal group each year, lifting up our stewardship responsibilities and goals. The week culminates with a concert or musical celebration of the Earth.

## **Graduation**

8th grade graduation is a very special occasion that focuses entirely on the graduates. Each one writes and delivers a speech and then receives a book especially chosen for them by the faculty. A simple celebration elevates these young adults and sends them on their way with the clear message that Friends School is a place that knows and loves them and will always be here for them as their journey continues.

## **COMMUNICATION BETWEEN HOME AND SCHOOL**

### **The FSW Website**

The FSW website, at [www.fsow.org](http://www.fsow.org), provides information to the public regarding the school's program and curriculum, admissions procedures, opportunities to support the school, alumni spotlights, faculty and staff directory, and more.

### **FriendsMail**

FriendsMail is published every Friday. It contains important announcements about school programs and events, updates from the Head of School and/or Board of Trustees, and highlights from classrooms. FriendsMail is also an important source of information about our Environmental Education program as well as our Diversity, Equity, Inclusion, Justice & Belonging resources.

### **The Role of the Advisor/Lead Teacher**

Each Friends School student has an advisor. In the case of Preschool through 5th grade students, this advisor is the child's lead teacher. Middle school students are assigned to one of the four advisors who share responsibility for the Middle School.

The advisor is the faculty member who watches over the child and serves as a liaison between home and school throughout the year. The advisor acts as the first point of contact in the school if families have information that they would like to share with the faculty as a whole, or if they have a concern about their child. It is the advisor to whom other teachers will first turn to if they have information, questions, or concerns about a child. Students are asked to go to their advisors if they need to discuss a problem in school or if they need help of any kind. We urge families to let the advisor know of significant happenings that are likely to affect a child's experience in school – the death of a grandparent or a beloved pet, for example, or issues that crop up in the child's family life. Families who wish to speak to a faculty member other than the child's advisor are asked to let the advisor know first. In this way, the child's advisor will be fully aware of all aspects of a child's life in school.

## **Back-to-School Open House**

Our Back-to-School Open House occurs immediately preceding the start of the new school year. Parents are invited to campus to connect with their child's teacher, drop off supplies, and visit with faculty, staff, and each other.

## **Curriculum Night**

This in-person experience of the school is a vital source of information for all. Parents spend the evening with their child's teacher to learn more about grade level curricula, timelines, routines, and assessments. Lower School meets in individual classrooms while Middle School hosts round robin tables.

## **Parent/Teacher Conferences**

Parent/teacher conference days are conducted each year at the end of October or the beginning of November. Families meet with their child's advisor/lead teacher. The purpose of the fall conference is for advisors to gather information from families, to hear the family's goals and concerns for the year, and for teachers to discuss student progress. If needed, teachers may make specific recommendations for further evaluation by a specialist.

Other conferences are held as needed for the remainder of the year, requested by either teacher or parent.

## **Student Progress Reports**

### *Narrative Evaluations and Developmental Rubrics: Preschool through 8th grade*

At the end of each semester, in January and June, parents receive extensive progress reports completed by advisors/lead teachers along with all enrichment teachers. These reports thoroughly describe the student's learning and the progress made – academically, emotionally, and socially – as well as specific growing edges and recommendations for next steps.

### *Quarterly Reports in the Middle School*

Additionally, Middle School students receive a brief report at the conclusion of the 1st and 3rd quarters that includes updates from advisors as well as lead and enrichment teachers in all subjects.

### *Letter Grades Introduced in 6th Grade*

Sixth graders are maturing cognitively and are more able to understand the cause and effect relationship between the quality of work and assessed grades. They also begin to set goals and standards for themselves. For these reasons, we find that adding letter grades to detailed narratives gives parents and students the best of both worlds: a normed evaluation relative to teacher expectations, and a detailed analysis of areas of excellence and needed growth. Therefore, during the first nine-week period of the sixth grade year, teachers guide students to understand the rationale for grades and to identify the requirements and the numeric values that will comprise their grades.



## **Separate Households**

In the event that a child's family occupies separate households, it is our policy at Friends School of Wilmington to communicate as openly and directly as possible with any adult family members involved in raising the child. We urge the adults in both households to stay abreast of school events through FriendsMail, and we encourage family members to attend school events and conferences in order to demonstrate to the child a shared support of the school experience. Especially in situations where the child is traveling between two households in the course of a week, we suggest that families, if possible, meet together with teachers at conference times in order to facilitate communication about the child's school and homework experience, and to collaborate effectively in helping the child with any difficulties that arise.

## **“How Was Your Day?”**

In addition to establishing regular family routines for homework and reading, as well as supporting longer-term academic projects when they come up, open dialogue at home about day-to-day happenings in and around the classroom is an important component of ensuring a positive school experience for your child. Parents are urged to engage in daily conversation to tease out your child's joys and triumphs, as well as their difficulties - whether academic, social, or emotional. If your child's response to “What did you do in school today?” is “Nothing,” try asking more specific questions, such as “What did you do in Spanish today?” or “How did you spend your outside time?” or “What was your favorite part of the school day?” followed up by “Why?” “What learning were you most proud of today?” is a particularly useful question for reminding children of the overarching reason for their being in school day after day.

While it is our hope that most parent/child conversations about the school day are upbeat and celebratory, this cannot always be the case. An openness on the part of a parent to hearing about challenges and frustrations encountered during the day is important to ensure that a child feels heard and that any problems are not dismissed or swept under the rug. It is equally important, however, that adults avoid “the interview for pain.” When a student has difficulty at school, whether in social adjustment, academics, or friction with another person, it often seems natural to focus parental concern and attention on these negative experiences. Dwelling on these in an ongoing way, however, can unwittingly result in a vicious cycle. Children may discover that a most effective way to get focused attention from a parent is to report on these negative feelings, while ignoring or minimizing the generally positive experiences that they have had at school. The “interview for pain” typically begins with a simple, seemingly neutral question such as “How did things go with Johnny today?” or “Did things go better in Social Studies class today?” Subtly or otherwise, such concern can imply to the child that we expect that something went wrong at school. Sometimes even our tone of voice in an innocuous question such as “How was school today?” can backfire. Before long, children may begin launching into a litany of complaints as soon as they enter the car at the end of the day. While this can provide a powerful emotional connection between parent and child, the result can be a distorted view of the school day for both the child and the parent. It is important in such cases to gather other points of view and ask your child's teacher about what you are hearing. A 360-degree view is essential to the child's growth and development.

## **Conflict Resolution**

As an eighth grader once said so succinctly in his graduation speech, “Friends School is unique not because of an absence of conflict in our community, but because of how we address it.”

Conflict certainly happens: between and among children, between children and their teachers, and among members of the adult community. As mentioned earlier in this handbook, at FSW we are committed to addressing conflicts, when they arise, through honest, direct, and respectful communication. Rooted in the Quaker belief that there is that of God in everyone, it is our conviction that truth and reconciliation are best achieved by hearing multiple perspectives and finding imaginative solutions to seemingly intractable problems.

From the “peace rose” used in the Montessori preschool classroom, to peer mediation in the middle school, FSW teaches students positive strategies for solving disputes that crop up with their classmates. Children become peacemakers for themselves and for others. FSW students are also encouraged to go to teachers when they need help solving problems or conflicts, or when they witness harmful behavior among their peers. Issues of meanness and bullying are best addressed through direct mediation between the parties involved, and teachers are prepared to facilitate this process. If your child reports an ongoing conflict with a classmate, encourage your child to speak to a teacher or let us know directly. We will work with your child, and others involved, achieving a solution.

Conflicts may also arise between your child and a teacher. These are best addressed directly, and as soon as possible. We ask parents to reach out to the teacher in question to report the problem and to seek a solution. If your concern is not resolved, or if you feel the issue is unusually sensitive, speak with the Division Director who will intervene on your behalf with those directly involved, setting up meetings as needed. The Head of School will also assist as needed.

If your concern is with the Head of School and the issue is so sensitive that you are unable to share your concern directly, put your concern in writing and share it with the Clerk of the FSW Board. The Clerk will intervene on your behalf with the Head of School, and call meetings to resolve the issue as needed. The Clerk of the FSW Board and the Head of School will address your concern in a timely manner.

## **COMMUNITY EXPECTATIONS**

### **The Social Curriculum**

FSW utilizes a comprehensive social curriculum that helps us create a safe, warm, productive, academically challenging school environment rooted in the Quaker values of simplicity, peace, integrity, community, equality, and service. Our social curriculum is inspired by the book, *Teaching Children to Care: Classroom Management for Ethical and Academic Growth, K-8* by Ruth Sidney Charney, the Responsive Classroom approach to community building in schools, and Developmental Designs in the 6th-8th grades.

*Making our Rules:* Friends School students participate each fall in a comprehensive, faculty-guided, rule-making process. After rulemaking is complete, teachers use proactive modeling to help the students learn the skills and language they need to be able to function as caring, responsible school citizens. Teachers look for opportunities to observe our students

making good choices, and employ positive, affirming feedback to reinforce responsible behavior. This process fosters social competence and encourages students to be productive and caring members within our school community and beyond.

*Assume Nothing, Model Everything:* Even after the rule-making process is complete, the work of creating a safe, productive learning environment continues. Students are taught how to follow their rules successfully through proactive modeling. Teachers begin with the understanding that we can assume almost nothing about what students do or do not know about how to interact with their school environment. Instead, students are taught the skills they will need to be able to function as caring, responsible school citizens. We achieve this by discussing, modeling, and practicing appropriate actions and attitudes needed for student learning to proceed smoothly, with minimal interruption.

*Reinforcing, Reminding, Redirecting:* Both during and after the making, modeling, and practicing of our classroom procedures, teachers keep up a continual stream of positive, affirming feedback. We work to “catch students being good,” and reinforce that behavior. Teachers redirect students when their behavior begins to be distracting or unproductive.

*Logical Consequences:* After the rules have been established and discussed, and procedures have been thoroughly practiced, it is time to trust that students DO understand the rules and expectations. At this point if a rule is broken, students experience “logical consequences” and are guided with restorative justice practices.

*Restorative Justice:* At FSW, students hear a clear message about taking responsibility and learning from mistakes. If you offend someone, you make a sincere apology; if you break something, you fix it; if it is beyond repair, you replace it; and, if it is not practical to repair or replace, you find a way to make up for the loss to the owner. This principle of restorative justice helps students prepare to live in a world where a lack of intentionality has consequences.

*Maintaining High Standards of Behavior:* Allowing for their developmental capabilities, we have found that when students are provided with clear, high, firm and consistent expectations, their behavior will generally rise to the level of the expectations modeled around them. Students who are challenged by classroom expectations for behavior may be placed on a behavior contract so that students and parents receive a greater degree of consistent feedback to help them make appropriate choices at school.

## **Consequences**

Behaviors that fall outside the bounds of community expectations and infringe on the rights and safety of others will lead to consequences that are designed to be as “natural” as possible. The intention of the school’s disciplinary policy is to focus a student’s attention on changing inappropriate behavior and repairing damage that has occurred because of that behavior. Consequences that are employed at Friends School of Wilmington allow teachers some degree of flexibility while at the same time ensuring clarity and consistency across the school community.

Consequences for inappropriate behavior may include the following:

- “Time out” from the current class or activity, in order to regain balance and commitment to appropriate behavior
- Restriction from participating in a particular activity for a given period of time
- A student’s family may be contacted, and a meeting may be scheduled to address specific episodes or behavioral patterns and to develop an integrated plan for addressing the issues at hand. At times such a plan may include conditions, required by the school, in order for the student to attend school
- An “Opportunity for Reflection” or a suspension from school for a period of time
- Probation during which time further disciplinary infractions are handled with greater severity
- Expulsion
- Voluntary withdrawal from school

Teachers and administrators at Friends School of Wilmington work closely with any student having difficulty meeting the community’s expectations. The FSW faculty is skilled at pursuing a deeper understanding of the factors influencing a child’s behavior, providing support for the child in working through personal and peer issues, and guiding the child in correcting negative behavioral patterns. We appreciate the support of families in reinforcing the school’s behavioral expectations at home, and in helping us create a calm, safe, and productive learning environment for all children and adults in the school.

### **Acceptable Use of Technology**

In their use of the school’s IT environment, FSW students are expected to behave in a responsible, efficient, ethical, and legal manner, just as they are in class or on school-related field trips. To ensure compliance with expectations regarding the use of technology, the school administration reserves the right to access any data stored on school-owned devices, Google accounts, and the school’s network. Records of individuals’ Chromebook and internet activity may be reviewed as deemed necessary.

Rules for the use of the school’s IT environment, whether on school-owned or personal devices, are designed to conform to legal and ethical standards, to ensure students’ personal safety, and to support the learning environment for the entire community. These expectations are reviewed with students at the beginning of each year.

Students must request permission from a teacher before logging onto a device, and they must specify the tasks on which they plan to work. Unacceptable behaviors involving computer or internet use include the following:

- Engaging in computer activity that was not approved by a teacher
- Attempting to download or install software and extensions on school-owned computers without faculty authorization
- Attempting to gain access to restricted or unauthorized network services
- Portraying one’s self as a representative of Friends School of Wilmington without authorization
- Attempting to gain or gaining access to another’s account (even with that user’s permission)
- “Defacing” or changing another student’s work
- Sharing an account password with another

- Violating software or multimedia (music or image files) copyright laws
- Storing any music or image files on the network server without authorization of a teacher
- Using more than a reasonable share of the school's technological resources (including network storage space, internet bandwidth, paper, toner, etc.)
- Using one's personal device, the school's computers, or the school's internet access for personal profit, for accessing inappropriate materials, for personal correspondence, or for recreational purposes
- Creating, displaying, or sending potentially offensive messages or graphics
- Using a device to chat or share answers during class without faculty permission
- Using personal email or social media without faculty permission
- Playing games without faculty permission
- Harassing another member of the community, anonymously or otherwise

We recognize that children are forming their understanding of digital citizenship while at school. We aim to help students learn how to navigate these technologies in personally, socially, and morally responsible ways. We begin with trusting them to abide by the rules and training them to independently filter and guide themselves. Missteps and mistakes invariably happen along the way, and that is part of the learning process. We work with students (in consultation with the families, if necessary) to help them learn from their mistakes and improve their skills and choices.

### **Prohibited Items**

Any illegal items or personal belongings that threaten the safety or well-being of oneself or others are strictly prohibited on the school property or on school trips. Prohibited items include weapons of any kind – including knives, lighters, and other implements that, used inappropriately, could hurt someone. Also prohibited are all illegal substances (alcohol, medications that have not been approved by a parent and physician, e-cigarettes, cigarettes, and recreational drugs), as well as everyday substances that, used inappropriately, pose health and safety risks.

### **FSW Whistleblower Policy**

This policy was adopted by the FSW Board of Trustees on February 15, 2010.

The Whistleblower Policy of Friends School of Wilmington (FSW): (1) encourages anyone with credible information on illegal practices or serious violations of adopted policies of the school to come forward; (2) specifies that FSW will protect the person from retaliation; and (3) identifies where such information should be reported.

*1. Encouragement of reporting:* FSW encourages complaints, reports or inquiries about illegal practices or serious violations of the school's policies, including illegal or improper conduct by FSW itself, by its leadership, employees, parents, or students, or by others on its behalf.

Appropriate subjects to raise under this policy would include financial improprieties, accounting or audit matters, ethical violations, or other similar illegal or improper practices or policies. Other subjects for which FSW has existing complaint mechanisms should be addressed under those mechanisms, such as raising matters of alleged discrimination or harassment via FSW's human resources channels (Head of School or Business Manager),

unless those parties are themselves implicated in the wrongdoing. This policy is not intended to provide a means of appeal from outcomes in those other mechanisms.

Reference should be made to the Family Handbook, Communication Policy or the Employment Handbook, Employee Grievance Procedures.

*2. Protection from retaliation:* FSW prohibits retaliation by or on behalf of the school against staff, parents, trustees, students, or others for making good faith complaints, reports or inquiries under this policy, or for participating in a review or investigation under this policy. This protection extends to those whose allegations are made in good faith but prove to be mistaken. The Board realizes that intentional filing of a false report can have a serious effect on innocent community members and reserves the right to discipline persons who make bad faith, knowingly false, or vexatious complaints, reports or inquiries, or who otherwise abuse this policy.

*3. Procedure for reporting* - A good faith report would be described as “a reasonable person would reach the conclusion that suspicious, malicious, or illegal activity is occurring.” All good faith reports should contain the following, at a minimum.

- A clear allegation containing as much specific information as possible such as dates, locations, and any other pertinent information, written or verbal.
- The name(s) of the person filing the complaint. Because the school will protect the accuser, the policy does not allow for “anonymous” reports. The reporter’s confidentiality will be maintained to the extent possible within the limitations of law and the need to conduct a competent investigation.
- Complaints, reports or inquiries made under this policy should describe in detail the facts demonstrating the basis for the complaints, reports or inquiries. They should be directed to the Head of School or Clerk of the Board of Trustees. If both of those persons are implicated in the complaint, report or inquiry, it should be directed to Charles L. Earney, CPA, P.O. Box 410, Wrightsville Beach, NC 28480. The school will conduct a prompt, discreet, and objective review or investigation.

*4. Follow up* - The Head of School, the Clerk of the Board or Mr. Earney will report to the accuser that they will/will not be investigating their report, stating a reason for their decision. The actual results and/or findings of any investigation will be handled appropriately, and will not necessarily be separately reported back to the original accuser.

*5. Complaints of Retaliation* - Any retaliatory acts to or toward an accuser must be immediately reported to the Head of School, or the Clerk of the Board if the Head of School is implicated, or Charles L. Earney if a Board Member is implicated.

*6. Communication* - In order to have an effective policy, the community at large must be aware of its existence. In that spirit, this policy will be maintained in both the Employee Handbook and the Family Handbook. In addition, a notice directing readers to this policy in the above handbooks will be published annually via the FSW Newsletter, and posted to the FSW Parent Portal.



## MEDICAL MATTERS

### Medical Forms and Immunization

In order to enroll your student in any North Carolina school you are required by law to provide proof of required vaccinations. Proof of vaccination is required of all kindergarten students by the first day of school. The law allows non-kindergarten students 30 calendar days from the first day of attendance to produce a satisfactory certificate of immunization. In addition, the law requires that, beginning the 31st calendar day, the student be prohibited from attending school until proof of immunization is presented. Proof of vaccination must include the dates that the vaccinations were administered. The school immunization law is not without its complications and exceptions (for medical and religious exemptions, for example). Contact the Business Office to discuss possible exceptions or updates in the requirements.

Adolescents are required to have a booster dose of the Tdap vaccine if they are 12 years of age or if five years or more have passed since the last dose of tetanus/diphtheria toxoid.

FSW makes every reasonable effort to accommodate students with special medical, disability, and/or other health conditions. Parents should clearly communicate their child's special needs and any reasonable accommodations for the child while at school. The school may require medical certification and documentation of a special need, as well as required accommodations. The school and parents should agree on a plan to accommodate the child. The accommodation plan should be periodically reevaluated to ensure the safety of the student.

As part of the enrollment and annual re-enrollment process, parents provide/update the following information:

- Emergency contact telephone numbers, individuals authorized to pick up their child, physician information, health insurance information, and health problems or illnesses their child has experienced, including injuries or hospitalizations
- Immunization record (as described above)
- Permission to Treat, granting permission to the school to provide emergency treatment for the student
- Children who require medication while at school must have a Physician's Authorization for Medication form signed by the attending physician. This form may be downloaded or obtained from the school office. All prescribed medications must be in a dated, labeled container stating the child's name, medication, dosage and possible side effects

### Illness

Children must be fever-free to attend school. Children with signs of illness should be kept at home. They cannot return to school until they are fever-free for 24 hours, without the use of fever-reducing medicines, and/or free of vomiting associated with a virus for 24 hours. The school should be notified by 8:05 am if your child will not be attending on a given day.

Please notify the school as soon as your child is diagnosed with COVID-19, flu, strep throat, chicken pox, conjunctivitis, head lice, or any other infectious disease or condition, so that we may inform other parents if their children have been exposed. Additionally, if your child has

been exposed to an infectious disease with a known incubation period, the school asks that you keep your child at home during the period when the child is likely to be most infectious.

In the case of an illness that crops up during the school day, the child will be kept quietly in school until a parent is notified and takes them home. If a parent cannot be reached, the emergency contact designated on the medical form will be notified. A child infected with COVID-19 should stay home until they are no longer considered contagious. If a child who has been diagnosed with COVID-19 returns to school and it is deemed that they may still be within the contagious period of their illness, they will be asked to return home. Parents should always check with the school for any needed clarification of this timeline.

## **Medications**

If your child requires medication during the school day, please deliver it to the Advisor/Lead Teacher with a note signed by a parent indicating dosage amounts and schedule. All medications must be in the original bottle with the student's name, prescription number, dosage and date. If a student complains of a headache or other minor discomfort during the school day, we will dispense pain relievers and other over-the-counter medications based on the parents' permission on the Medication Permission Form. Non-prescription medication cannot be given for more than three days without a doctor's order. We will not administer any medication without written permission.

## **Medical Emergencies**

If a medical emergency arises and a parent cannot be reached, an ambulance may be called and a faculty member will accompany the student until a parent arrives.

## **Head Injuries**

If a faculty or staff member observes and/or is told that a student received a significant bump, blow, or jolt to the head or body, then the following steps are taken in accordance with the Center for Disease Control's recommended practices:

- A faculty or staff member will observe the student for signs and symptoms of concussion for a minimum of 30 minutes.
- If no symptoms of concussion appear, then the student is told to check-in with a teacher if there is any change in her or his health. Parents are informed of the injury and asked to continue to observe the student at home because sometimes symptoms can appear many hours and/or days later.
- If symptoms of concussion are present, then the student's parents are informed immediately and asked to take the student to the pediatrician as soon as possible.
- If concussion danger signs are present, then the student will be taken to the emergency room immediately. Danger signs include: one pupil larger than the other, drowsiness, worsening headache, weakness, numbness, decreased coordination, repeated vomiting or nausea, slurred speech, convulsions, seizures, inability to recognize people or places, increased confusion, increased restlessness, increased agitation, unusual behavior, and loss of consciousness.

When a student returns to school after a concussion, the school will make accommodations in accordance with the doctor's recommendation and the student's needs in order to ease a student back into school and ensure her/his continued safety and health.

### **Severe Allergies**

All faculty and staff are made aware of medical conditions of students including those at risk of anaphylaxis and asthma. It is the responsibility of the family to:

- Inform the Division Director and Advisor/Lead Teacher of their child's allergy/asthma.
- Provide an emergency care plan explaining how to treat the allergic reaction that includes a photograph, a description of the child's allergy, emergency procedure, contact information, and consent to administer medication.
- Advise the school if the child has outgrown an allergy or no longer requires an epinephrine auto-injector. (A letter from the child's allergist is required.)

A list of students with severe allergies, which includes information on emergency treatment, will be readily available in the front of each emergency binder and in each substitute binder.

### **Epinephrine Auto-injectors**

Auto-injectors are kept at the front desk and in home base classrooms as needed.

### **Lice**

The latest information from the CDC says, "Students diagnosed with live head lice do not need to be sent home early from school; they can go home at the end of the day, be treated, and return to class after appropriate treatment has begun. Nits may persist after treatment, but successful treatment should kill crawling lice. Personal hygiene or cleanliness in the home or school has nothing to do with getting head lice." To learn more about lice, how to identify them and/or nits, and treatments to eradicate them, you can access the CDC's website at <http://www.cdc.gov/parasites/lice/head/parents.html>. More information can be found at [www.kidshealth.org](http://www.kidshealth.org).

## **SAFETY & SECURITY**

### **Campus Security**

The safety and security of our students, faculty and staff is of utmost importance. In the event of a major emergency, FSW administrative personnel will alert parents using the all-school text messaging system. Subsequent emergency information will be disseminated via mass email, text, and/or voicemail. We ask that families ensure that contact information is always up to date in FACTS/SIS.

Friends School of Wilmington has adopted the following procedures to maintain safety and security.

- All external doors are locked throughout the school day.
- The front desk will be staffed at all times, and all visitors – including parents – will be expected to report there upon arrival on the school grounds. Visitors are asked to wear visitor name tags indicating that they have signed in.

- Security cameras monitor the two main entrances and many locations on campus .
- All faculty and staff keep an eye out for visitors with whom we are not acquainted, direct anyone not wearing a visitor's name tag to the front desk, and report to an administrator any unusual behavior on the part of a visitor to campus.
- Students, faculty and staff practice safety drills throughout the year. If you are on campus during a drill, please follow the example of our students, remaining quiet and attentive to directions.

### **Traffic and Parking**

As the school's driveway also serves as a pedestrian walkway and is sometimes used as a playground space, it is essential that we all observe consistent traffic patterns around the school. We ask drivers to adhere to a 10-mph speed limit. Drivers must refrain from any cell phone use while in motion on the property.

In addition, we need to follow these guidelines:

- Drivers may not exit their cars to help assist their child with entering or exiting their cars at pick up or drop off, unless they are parked in a parking space.
- Drivers may not pass a line of cars at pick up or drop off due to the possibility of an oncoming car.

### **Fire and Security Drills**

In compliance with North Carolina state law, Friends School of Wilmington conducts monthly fire drills to prepare students and adults for a wide range of possible emergencies. School personnel and students are trained in security procedures and drills to respond effectively to fires, weather emergencies, intruders, or other unforeseen circumstances.

### **Asbestos Plan**

FSW has an Asbestos Management Plan on file with the NC Department of Health and Human Services Division of Public Health, as required by the federal Asbestos Hazard Emergency Response Act (AHERA). There are no asbestos-containing materials in buildings on our campus. A copy of the AHERA file and the Asbestos Management Plan are available for review in the Business Office.

### **Parent Responsibility for Child Supervision**

When on campus outside of the school day, the supervision and safety of students and their siblings are the responsibility of the parent. If parents have students on campus during these times, they must be in close physical proximity so that they can monitor and supervise their children's actions. While on campus, parents must maintain the same rules and standards for student behavior that teachers maintain during the school day.

### **Child Safety**

In order to ensure the physical and emotional safety of FSW students, we subscribe to a range of preventive measures.

- Background checks are required for all prospective employees and regular volunteers or subcontractors working unsupervised when children are present, and will be

repeated every three years for those remaining in FSW employment or volunteer service. Any employees or volunteers who will be driving students will also be required to submit copies of their current drivers' licenses and proof of car registration and current insurance coverage.

- All school personnel and regular volunteers receive training in sexual misconduct awareness annually. Employees and volunteers entering service midyear will be required to complete similar training online.

In addition, at the beginning of each year we review with all school personnel and regular volunteers guidelines to ensure that any adults interacting with children are ever vigilant about creating and maintaining a safe emotional environment for our students.

- Adults should avoid being alone with a student out of sight or earshot of others. At those times when a teacher must work privately with a child or assist a child in the bathroom, the teacher should ensure that the two are visible through a glass door panel, window, or a door left ajar.
- Tutoring should be scheduled in locations that have been approved by a designated administrator.
- When driving students on off-campus field trips or community outreach locations, adults should carry more than one student and always obey speed limits and other traffic regulations.
- Any employee engaged in a logistical, social, or mentoring relationship with a current student outside of school hours and grounds, must have secured agreement from the student's family and informed an administrator of this relationship.
- Any student who comes to an adult to discuss sensitive and confidential concerns must be forewarned that the content of the conversation – depending on its nature – may need to be shared with family or other school personnel. Teachers are advised to consult with an administrator if there is any question regarding a child's physical or emotional safety.

In most cases, we ask that parents with a concern about a child's relationship with a teacher go directly to that teacher to work out the issue. However, if the parent feels that communication will not be well received by the teacher, the concern involves a threat to a child's immediate safety, or the issue in question suggests that disciplinary action may be in order, the parent should report the concern instead to the Division Director and School Counselor. Any concern relating to sexual misconduct on the part of an adult member of the faculty or staff or a school volunteer, should be brought directly to the Head of School.

### **Crisis Intervention**

In the course of working closely with students, teachers will occasionally become aware of a student severely at risk in one way or another. Issues that may emerge in the lives of our students include physical or sexual abuse, parental discord, separation or divorce, a severe illness or death in the family, depression, suicidal thoughts, eating disorders, substance abuse, sexual promiscuity, or other dangerous behaviors outside of the school setting. Awareness on a teacher's part may come about through observation of a student's behavior, direct conversation with the student, or a concern brought forward by a friend of the student or

another adult member of the community. It is critically important that we handle such matters with utmost clarity and professionalism.

### *Procedures for Reporting Concerns*

The steps that should be followed when a student is thought to be in crisis are as follows:

1. *Suspected Child Abuse:* All school personnel are required by NC law to report suspicions of child abuse, neglect, deprivation or exploitation to the county Department of Social Services. (DSS). School personnel will report to the appropriate officials, the Division Director, the School Counselor, and the Head of School immediately.
2. *Emergency Intervention for Students in Crisis:* Any concern that a child may be in immediate danger should be brought directly to the Division Director, the School Counselor and the Head of School.
3. *Administrative Support for Students in Crisis:* Any concern about a student's well-being that is not of an emergency nature, but nevertheless requires administrative intervention, should be brought to the attention of the Lead Teacher/Advisor, Division Director, and School Counselor.

In every case, school personnel will maintain appropriate discretion.

## ENROLLMENT & FINANCIAL MATTERS

### **Student Records and Forms**

Your student's academic and health records are confidential and viewed only by authorized faculty and/or administrative personnel.

The FACTS/SIS Parent Portal provides a channel through which parents can monitor student attendance, assignments, and grades.

### **Re-enrollment Procedures**

In January, parents of students who will be invited to re-enroll for the following school year will complete a re-enrollment packet online through the Family Portal in FACTS/SIS. Parents update the following information in the packet:

- Demographics regarding the student, the household, and grandparents
- Field Trip Permission: required before your student can participate in school-sponsored, off-campus events
- Emergency Contacts and Authorized Pick-Up
- Medical Information including permission to treat and administer non-prescription medication (required before we can administer any over-the-counter medication to your child), and permission to administer prescription medication at school by submitting an "Authorization for Medication" form signed by the attending physician.

- Family Handbook Acknowledgement
- COVID-19 release

Within the online enrollment packet, parents are required to sign the Enrollment Contract and Tuition Contract electronically to signify their agreement to the terms detailed in both contracts. In the enrollment packet, parents select their payment plan (See “Tuition Payments/FACTS” below) and pay their deposit.

Families who wish to apply for Flexible Tuition submit a FACTS Grant and Aid application through the FACTS Tuition Management system after they have chosen their payment plan in the online re-enrollment packet.

Parents must submit their child’s online enrollment packet by the stated deadline to reserve their enrollment position.

### **Tuition Payments/FACTS**

In addition to completing the Enrollment and Tuition Contracts through the online enrollment packet in FACTS Family Portal, families select their preferred payment option through the FACTS Tuition Management system.

- Families who prefer to pay their tuition in full select the Full Payment Plan.
- Families who prefer to spread out their tuition payments select the Monthly Payment Plan.

As an incentive to select the Full Payment plan, parents who pay the full tuition by a specified date receive a \$150 discount.

The online enrollment process using the Family Portal and the FACTS Tuition Management system require separate accounts and logins.

### **Additional Expenses**

Expenses associated with class field trips are covered by tuition. Costs not included in tuition include Afterschool Care, Afterschool Enrichment, and middle school sports.

### **Tailored Tuition & Other Financial Assistance**

In order to make a Friends School education accessible to more families from a range of economic backgrounds, we offer Tailored Tuition to families that need support to attend FSW. Tailored Tuition provides for a range of tuition amounts based on family need. The funds available are dispersed as carefully as possible, so that we may help the maximum number of students.

Our community of Friends School families includes those who can comfortably afford tuition, which provides the majority of our annual operating budget. The Friends School budget includes support for Tailored Tuition. Support is also funded by grants, donations to the Annual Fund, and gifts restricted for this purpose.

Some families may be eligible for assistance through two programs offered by the North Carolina State Education Assistance Authority: Opportunity Scholarship and Education Student Accounts (ESA+).

### **Statement of Tuition Policy & Terms of Enrollment**

By signing the Tuition Contract in the online enrollment packet, parents agree:

- That withdrawal or dismissal of the student for any reason whatsoever does not release a parent from the full payment obligations under the Tuition Contract.
- To pay all charges for the complete and full academic year.

By signing the terms and conditions of the Enrollment Contract in the online enrollment packet, parents signify they have read the Contract and are in agreement with its terms and conditions.

## **FUNDRAISING AT FSW**

### **The Need for Fundraising**

Successful independent schools are rooted in a culture of philanthropy. Friends School of Wilmington's existence and institutional development are funded not only by tuition, but by tax deductible gifts and pledges to its fundraising efforts. For this reason, we ask FSW families to make the school a philanthropic priority, and we are deeply grateful for that consideration. Indeed, we depend upon it. The needs met through fundraising are the following:

- Closing the gap between tuition revenue and expense in each year's operating budget
- Moving forward with various capital improvement projects, including renovations and new construction

In order to meet the financial needs of the institution, the school's Advancement Office seeks support primarily from current school families but also from alumni and alumni families, grandparents, current and former Trustees, and friends of the school in our community and beyond. While recognizing that tuition bills alone create significant financial strain for many current FSW families, the school relies on current parents – those most invested in the current health of the school – to stretch beyond tuition (as they are able) in order to meet our institutional needs.

Giving is one of the best ways you can make a lasting difference. No matter the size, every gift to Friends School of Wilmington is much needed, deeply appreciated, and fully tax-deductible. The Annual Fund is the lifeblood of all fundraising efforts at FSW. The revenue FSW receives from tuition each year covers less than 80% of the cost of the education we provide for our students. Our community comes together each year to support the Annual Fund to help close this gap in the operating budget. We begin appeals for the Annual Fund in August and they are supported by individuals and businesses who sponsor virtual fundraisers. Parents sometimes make monthly contributions through FACTS.



## Major Gifts Program (Capital Gifts)

Parents, grandparents and friends are invited to participate from time to time in major gifts campaigns for capital expansion or improvements, or for special initiatives. Recent successful fundraisers have included *Driving Toward Our Future*, *The Playground Initiative*, and *Solar School: Powering Up*.

## GRATITUDE & ATTRIBUTIONS

Thank you to Jane Fremon of [Fremon and Friends Consulting](#) for overseeing the update of the 2022-2023 version of the Family Handbook and to Princeton Friends School and Friends Council on Education for allowing us to reference their documents. Gratitude, also, to the FSW Administrative Team for assistance with this year's updates.