SIDWELL FRIENDS SCHOOL

COMMUNITY HANDBOOK

2025/26

REV. 08/28/25

About This Handbook

Dear Friends,

Sidwell Friends is a dynamic educational community grounded by Quaker values in the pursuit of truth, knowledge, self-revelation, lifelong friendship, kindness, and the dignity of all. Our shared values sit at the heart of this education to help us foster healthy relationships and a productive learning environment.

Please take a moment to read through this *Community Handbook*, which outlines the School's expectations of conduct and behaviors. All parents, guardians, and students agree to read, understand, and abide by the terms of this handbook upon signing the enrollment contract. Parents, guardians, and students who have reached the age of 18 must also sign an acknowledgment of this revised edition of the handbook before the academic year begins.

Parents are expected to support the School's values and standards and, in their interactions with other members of the Sidwell Friends community, to treat one another with openness, honesty, and mutual respect. Please read the general information section, which states basic policies and procedures for all three divisions, and then the section that pertains to specific guidelines for the Lower, Middle, and Upper Schools, and the Athletics Department. While this handbook might not address every circumstance or situation, the policies and procedures outlined are intended to apply to general life at Sidwell Friends School.

From time to time, a scenario may require an immediate or nonstandard response. The handbook does not limit the School's ability to deal with individual circumstances as they arise in the manner the School deems most appropriate, taking into consideration the best interests of the School, students, faculty, employees, or overall community. The policies may also be revised or updated periodically, even during the academic year, as deemed necessary by the School. We will advise you of any changes to these policies in the weekly school newsletter, *Quaker Notes*. Any student, parent, or guardian with a question about any handbook policy or statement should feel free to speak with the appropriate division head, the associate head of school, or me. I look forward to sharing the year with you and hope we all have a positive and productive time together.

Bryan Garman
Head of School

DISCLAIMER

Sidwell Friends School's ("SFS" or the "School") Community Handbook *(the "handbook") is published and distributed to members of the community for the purpose of providing information on aspects of student and campus life so that students may gain as much as possible from their experience at the School. Students, parents, faculty, administration, and staff should all read and be familiar with the contents of the handbook so that each member of the community knows and understands community expectations. While policies in this handbook will generally apply, the School may take actions that it determines to be in the best interests of the School, its faculty, and its students. This handbook does not limit the authority of the School to alter, interpret, and implement its rules, policies, and procedures before, during, and after the academic year. This handbook is for informational purposes only. It is not intended to create, nor does it create, a contract or part of a contract in any way, including, but not limited to, between Sidwell Friends and any parent, guardian, or student affiliated with or attending the School. Sidwell Friends may, in its sole discretion, add, revise, and/or delete policies before, during, and after the academic year.*

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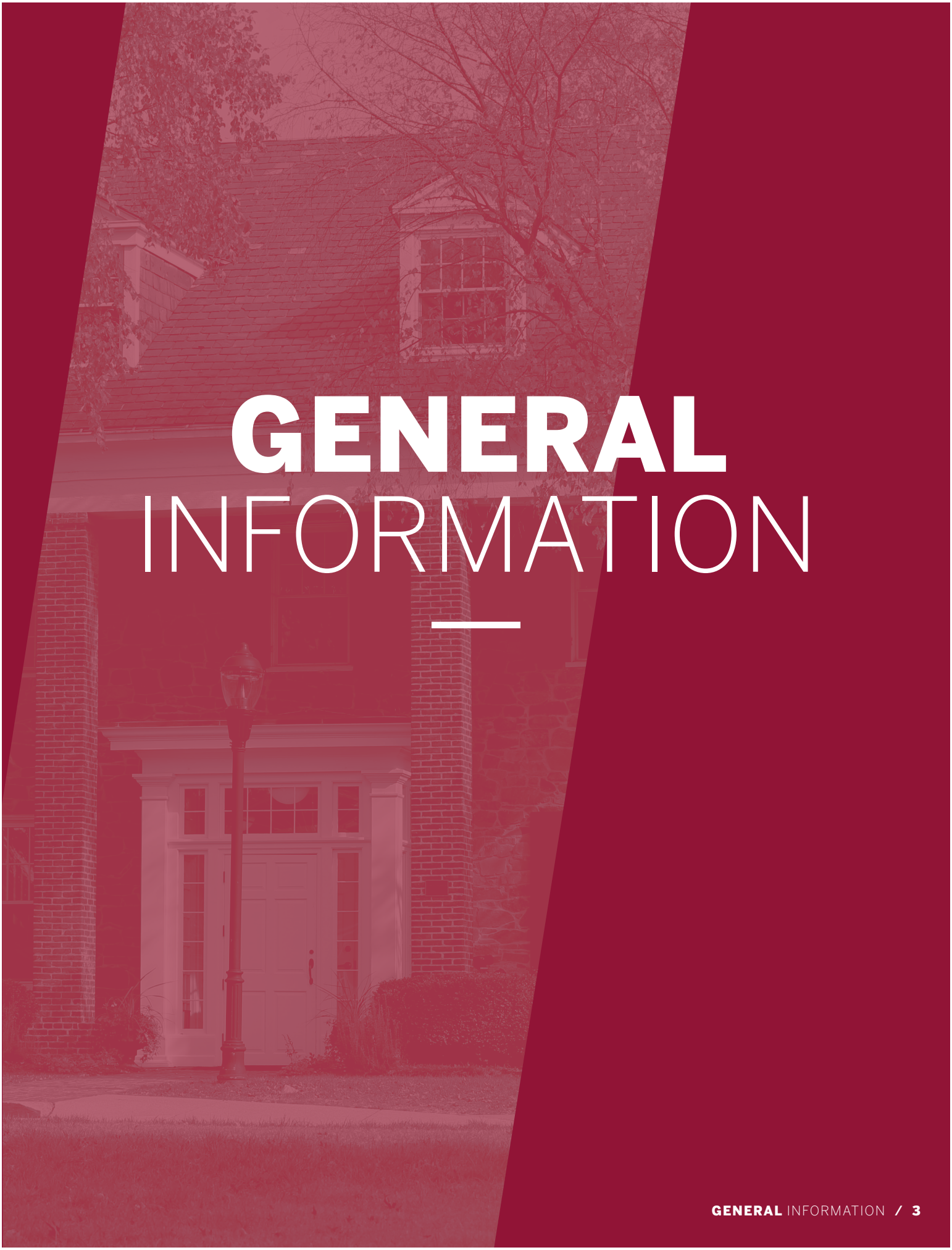


GENERAL INFORMATION

Community Values

Mission

Sidwell Friends is a vibrant and inclusive community guided by Quaker testimonies and the belief that there is that of God in everyone. In all facets of school life—academic, artistic, and athletic—the School prepares students to challenge themselves and strive to reach their highest potential. Embracing continuing revelation, we respect each voice in our diverse community and celebrate the inner light in all. Empathy, wonder, and a passion for learning inspire our students to "let their lives speak."

—Approved by the Board of Trustees of Sidwell Friends
May 15, 2025

Nondiscrimination Statement

Sidwell Friends School prohibits discrimination and harassment against any member of the School community on the basis of race, color, religion, sexual orientation, gender identity or expression, national origin, age, disability, sex, personal appearance, genetic information, economic background, political affiliation, marital status, amnesty, or status as a covered veteran in accordance with applicable federal, state, and local laws.

Expectations

The core values of the Sidwell Friends community stem from Quaker beliefs in:

- Personal integrity and honesty
- Respect for other people
- Respect for oneself
- Responsibility for and to the community
- Respect for property and the environment
- Commitment to nonviolent conflict resolution

Meeting for Worship

The practice of gathering for the traditional Quaker Meeting for Worship is an integral part of life at Sidwell Friends. Meeting for Worship provides an opportunity to listen to inspiration from within as well as from those around us. Formal meetings for students occur each week for about 30 minutes. Meeting attendance is required for students and faculty. Other gatherings, meals, and the school day itself may also start with a shared period of silence. All-Community Meeting for Worship, including current families, alumni, parents of alumni, employees, and former faculty and staff, occurs several times a year and is announced in the weekly newsletter. All are welcome to participate in the All-Community Meeting for Worship. More about Meeting for Worship can be found under Quaker Values on the Sidwell Friends website.

Guiding Principles of Decision Making and Governance

Sidwell Friends School is firmly committed to leadership, governance, and decision-making practices that are informed by the principles and practices of the Religious Society of Friends and are in all ways consistent with the mission of the School. To this end, the Sidwell Friends community strives to govern itself in a manner of collaborative stewardship, consistent with Quaker values.

School Location

The Lower School, grades preK–4, is located in Bethesda, Maryland. The Middle School, grades 5–8, and the Upper School, grades 9–12, are located on the DC campus. Information on the hours of operation, transportation, and parking for each division is contained in each division's section of this handbook.

Mailing Address

The mailing address for the entire Sidwell Friends School, including the Lower School campus, is 3825 Wisconsin Avenue NW, Washington, DC, 20016. Mail is delivered to the Lower School every morning and comes back from the Lower School to the DC campus in the evening.

Parking on Campus

Parking at the Lower School is reserved for employees and visitors. Parking at the DC campus is reserved for employees, visitors, and authorized 11th and 12th grade students. Divisional sections of this handbook provide more detailed guidance on parking at either campus. Sidwell Friends reserves the right to ticket and/or tow at the owner's expense and risk any vehicle parked on campus in violation of School policies.

The School is not responsible for any damage that any person or car (including its contents) is subject to while parking anywhere on either campus. By parking on either campus, members of the Sidwell Friends community consent to release the School, its trustees, agents, employees, successors, and assignees (collectively, the "School") from any and all liability arising from driving and/or parking on campus. The release includes but is not limited to a release from any claim for any type of physical, property, or emotional injury (including loss of consortium) arising from driving and/or parking on either campus. The release binds all members of the family as well as any non-familial assignees. Further, the release will be valid regardless of whether the School's negligence, gross negligence, or knowing conduct was a cause of the injury.

Emergency Operations Plan

A comprehensive Emergency Operations Plan, including health and safety protocols, that outlines procedures to ensure the safety of the occupants of every building on both of our campuses is in place. Questions regarding the Emergency Operations Plan should be directed to the director of safety and security. Questions regarding the health and safety protocols should be directed to the Health Services Office.

Academic Calendar

The academic calendar can be accessed at: **sidwell.edu/academic-calendar**. It is also linked from the **Parent Calendar**, which features other community events happening at Sidwell Friends.

School Organization

Board of Trustees

Sidwell Friends is governed by a self-perpetuating Board of Trustees. The overall and ultimate responsibility for the School's management, policies, and perpetuation lies with the Board of Trustees, which conducts the School according to valued traditions of Quaker education and decision- making. The head of school is responsible to the board for the governance of Sidwell Friends.

Administrative Team (AT)

The guiding administrative body of the School, which counsels the head of school, meets regularly throughout the academic year. The AT includes the following members:

- Head of School
- Associate Head of School
- Assistant Head of School for Advancement
- Assistant Head of School for Finance and Operations
- Assistant Head of School for Enrollment Management and Financial Aid
- Lower School Principal
- Middle School Principal
- Upper School Principal
- David P. Pearson '52 Director of Athletics
- Director of Equity, Justice, and Community
- Chief Communications Officer
- Chief Human Resources Officer
- Chief Information Officer

Equity, Justice, and Community (EJC)

The endowed director of equity, justice, and community (EJC) works with the administrative team, divisional coordinators, and the EJC Council to support an inclusive, respectful academic environment that values diversity and the unique contributions of each individual in the community. Sidwell Friends appoints divisional EJC coordinators for each academic division.

Inclement Weather and Emergency Policy

In the event of a schedule change due to weather or other events, Sidwell Friends School will send text and emails messages to parents/guardians, designated emergency contacts, and Upper School students. In some cases, we may also send voice phone messages. Please check the School website (**sidwell.edu**) for updates as well.

Early Closing and Delayed Openings

Parents/guardians should indicate emergency dismissal preferences during the annual enrollment process, including the designation of at least two persons authorized for emergency pickups, and for grades 5–12 only, alternate forms of transportation the student may take. To update emergency contacts throughout the academic year, use the "Update Household Information" form in QuakerZone.

In the event of a delayed opening, the shuttle operates on the same delay and the Lower School Early Risers program is canceled.

Extended Day

If Sidwell Friends campuses close early due to inclement weather or other emergency, Extended Day programs will not be held. If the School does not close early but after-school and evening events are canceled on campus, Extended Day programs and the Early Childhood Learning Center will close at 4 p.m.

After-School and Evening Events

When Sidwell Friends campuses are closed for a weather emergency, after-school and evening events are canceled. The head of school or a designee, however, may make some exceptions to this policy. Information about exceptions will be communicated directly to the participants or via the School's website.

Area-Wide Emergency

In the event of an area-wide emergency, parents/guardians, Upper School students, and designated emergency contacts will receive communication through the Sidwell Friends urgent notification system (email, phone, and text) with instructions on next steps. Depending on the situation, a scenario could occur where parents may not be able to pick up their children right away. In such an event, Sidwell Friends–working with local authorities–will advise when it is safe for families to pick up their children.

Campus Closure and Student Work Expectations

If Sidwell Friends advises students and families of a likely future campus closure due to anticipated weather or public health concerns, it is the students' responsibility to bring home any books or instructional material that they may need to use while the campus is closed. In the event of an extended campus closure, students (and parents/guardians) are expected to check their school email, website, and class pages as appropriate to engage in distance learning.

The Sidwell Friends schedule allows for two school days to be canceled by weather or other emergencies. After two school days have been canceled due to inclement weather or other emergency, any additional disruptions will be addressed by holding online classes.

As noted above, in the event of a delayed opening due to inclement weather or other circumstances, the school shuttle operates on the same delay, and the Lower School Early Risers program is canceled.

Communication

Sidwell Friends believes that a strong home-school partnership is important to ensure the learning, growth, and well-being of students. This partnership is rooted in good communication, and the School expects respectful, thoughtful, and ongoing communication on both ends. All parties should communicate concerns openly, constructively, and directly to the individual (teacher, staff, administrator) closest to the issue first before involving supervisors, unless there is an issue of student safety. In addition, all parties should be thoughtful about the communications they send and choose the appropriate time and mode. Difficult conversations are best had in-person, on Zoom, or over the telephone, while more logistical conversations are best had via email.

Teachers will check their email and phone messages at the beginning and end of each workday. All messages will be returned within 48 hours, with the exception of weekends and holidays. For the health of the staff, the School encourages all adults to sign off email after 5 p.m. on weekdays and during weekends and holidays. Please refrain from sending emails during those times whenever possible.

There are various means of communication between families and the School. General information will be shared through the weekly school newsletter, *Quaker Notes*, as well as the school website. Information specific to an individual student or family will be shared by the student's teacher or administrator.

Website and Parent Portal

The Office of Communications posts news and feature stories about classroom and campus events and activities on the school's website, **sidwell.edu**. The password-protected Parent Portal is accessed through the website at **sidwell.edu/parent**. The portal includes:

- Access to student health forms (Magnus Health)
- Searchable parent/student directory (QuakerZone)
- Faculty/Staff Directory
- Ways to communicate contact information updates, attendance, etc. (QuakerZone)
- The Parent Calendar and Sidwell Friends School news
- Links to the weekly newsletter, *Quaker Notes*
- Information about getting involved with Parents Association and Advancement/Fundraising activities

General Absences or Requests for Pickup/Dropoff Changes

Students may be excused from school due to illness, medical appointment, religious observance, or family emergency. It is School policy not to excuse students for early vacation departures, extensions of vacations, or other absences from school that are not a consequence of family or medical emergencies.

Please refer to the divisional sections of this handbook for division-specific information regarding absences.

If a student needs to be excused for an appointment before the end of the school day, parents/guardians should report this in QuakerZone by clicking on "Attendance/Change Pick-Up" and state the reason for the early departure and the time the student should be excused.

For early dismissal, students must be picked up at the divisional office or in the garage for Upper School students. All students must sign out before leaving. Students participating in an after-school activity must have attended a full day of school on the day of the activity. Exceptions for previously scheduled commitments must be approved by the divisional office. All students are expected to attend

classes and Sidwell Friends activities unless they have a documented excuse. Please see the academic policies for more information about attendance expectations.

Information about excused absences for physical education is in the Athletics section.

Updating Email, Address, and Phone

In order to encourage a strong connection and partnership with families, Sidwell Friends aims to keep parents/guardians informed through frequent and relevant communication.

Parents/guardians are responsible for submitting changes to their contact and emergency information by logging into the website's password-protected **Parent Portal** and clicking on "QuakerZone"; then select "Update Household Information" to edit the relevant information. All parent/guardian information is confidential and can only be accessed by individuals logging into this secure portion of the site.

The School occasionally communicates with grandparents and invites them to special events; families are welcome to include contact information for grandparents in their household information.

Urgent Notification System

The School's urgent notification system sends email, phone, and text messages about emergencies to parents and emergency contacts identified by parents. The contact information used is the home phone, email address, and cell phone that parents provide when updating student records via the School's **Parent Portal**. Any Upper School student cell phone numbers that have been entered by parents will also be included. Cell phone numbers are automatically included to receive these text messages. If you wish to opt out, text "Stop Sidwell" to 23177. If you inadvertently opted out, you can receive texts again by sending "Subscribe Sidwell" to 23177.

When a potential closing or delay can be foreseen in advance (such as snow), parents/guardians will receive email and text messages by 5:30 a.m. In these situations, emergency contacts will receive email only. The message will also be posted on the school website.

In the event of a serious emergency, unexpected closing, or if Sidwell Friends must be closed shortly after the school day has begun, email, text, and voice messages will all go out to the household phones as well as to cell phones and office numbers of both parents. Emergency contacts will also receive email and text messages. Caller ID will display "Sidwell Friends School 202-537-8100."

Social Media

The Communications Office manages Sidwell Friends' social media accounts on Facebook, X (Twitter), Instagram, YouTube, LinkedIn, and SmugMug. Links to Sidwell Friends' social media channels can be found on the Sidwell Friends website and in the weekly newsletter. SmugMug is a website where photos from many Sidwell Friends events are posted and can be downloaded for free. When applicable, links to SmugMug albums are provided in the weekly newsletter, website articles, and/or on Facebook and X, so parents should be sure to like and follow Sidwell Friends.

The Communications team welcomes story suggestions from the community, including high-resolution photos. To share information or ask questions, please contact **communications@sidwell.edu**.

Quaker Notes (Weekly Newsletter)

The School's newsletter, *Quaker Notes*, is emailed to families each weekend. It includes information about school-sponsored activities and events, as well as Sidwell Friends news and updates. Information about non-school-sponsored activities is not shared through the newsletter. If you wish to suggest an event or item for considerations, please submit the description by noon on Wednesday at **sidwell.edu/submit**. Entries received after 12 p.m. will run the following week. Entries will be edited for length, clarity, and style and are subject to editorial discretion. When submitting items for the newsletter, select one of the following categories on the submission form: All-School, Lower School, Middle School, or Upper School.

Directory

The online directory of students and parents can be found on QuakerZone and is a great tool to connect people. The directory may not be used for any kind of solicitation or to circulate announcements about events except those sponsored by the School or through the Parents Association.

Communicating about Classroom or Academic Concerns

Inevitably, questions and issues arise during the academic year that parents/guardians will need to have answered and resolved. Your first and most important contact will be your child's homeroom teacher(s) or advisor. For students in grades preK through 6, the homeroom teacher remains the primary point of contact. That role shifts to the advisor for 7th and 8th grade and in the Upper School. For academic matters that need further discussion, you may wish to communicate directly with the subject teacher first and then the department head. Subsequently, you may wish to have discussions with the divisional principals or assistant principals, who are in charge of all disciplinary and curricular matters.

Student Records

A student and/or parent (or guardian) shall, upon request, be entitled to receive a copy of the student's official Sidwell Friends School record, which may be requested through the School registrar. A student's official record shall include the student's transcript, academic records, and medical records created and maintained by the School. A student's record does not include email communications to or about the student, records of disciplinary actions, investigation records of any kind (such as disciplinary, harassment, hazing, bullying, etc., except for any record placed in the student file, such as a letter home to parents, etc.), recommendations provided to the School about the student's admission, any other admissions records, or any other record deemed by the School to be confidential records of the School that have not been printed and placed in a student's official institutional record.

Divorce and Custody Issues

Sidwell Friends recognizes that issues related to the legal and physical custody of students are complicated and can affect a student's educational experience. Parents and legal guardians of students are strongly encouraged to stay involved with their student's academic progress. Unless a court order decrees otherwise, either parent or a legal guardian may view education records and attend Sidwell Friends functions or meetings about the student. Official notices and report cards will be sent to parents or legal guardians with legal custody of the student.

For student activities that require parental consent, the School will accept consent from a parent with legal custody unless authority to grant consent is given to the noncustodial parent by court order or comparable legal document. Sidwell Friends should not be placed in the middle of any parental custody disagreement.

It is the responsibility of the parent or legal guardian with primary physical custody to provide current copies of court orders to the School. Parents are asked to complete the Information Regarding Custody form if the parent seeks to have Sidwell Friends know about and abide by such restrictions. The School cannot be responsible for enforcing visitation or custody orders of which it is not aware. Notwithstanding any court order, the School also reserves the right to prohibit parents or legal guardians from entering Sidwell Friends property if their conduct becomes disruptive to the community. Concerns about custody and visitation should be directed to the appropriate principal, associate head of school, or head of school.

Health Services

The health and well-being of our students is the School's highest priority. In the event that Sidwell Friends should face a significant health-related emergency, the School reserves the right to implement additional health and safety protocols to protect the community. The School will inform the community of any adjustments to health and safety protocols based on District of Columbia Office of the State Superintendent of Education and Maryland Department of Health guidance. Any changes to the School's health and safety protocols will be communicated over email and through the weekly Sidwell Friends newsletter, *Quaker Notes*.

The Health Services team comprises three healthcare coordinators, all of whom are registered nurses (RNs). Health Services works closely with students and their families and collaborates with Sidwell Friends administrators, learning-support coordinators, counselors, teachers, and coaches and athletic trainers to support students' physiological health needs to promote full physical, social, emotional, and academic participation.

The Health Services team is dedicated to the care and support of the whole child and is available during the school day to provide first aid and emergency health management, as well as to address the health needs of students with acute and/or chronic health conditions.

Health Requirements to Start School

Annual Physical Exams: All students are required to have an annual physical exam. The physical exam must be documented on either the DC Health Certificate (DC campus) or the Maryland State Department of Education (MSDE) Health Inventory Form (Bethesda campus). The physical exam expires 12 months after the date of the previous physical exam. The physical exam must be current in order for students to participate in athletics, recess, and off-campus activities. Please be aware that the healthcare provider completing the form must be licensed in the United States.

Immunizations: In accordance with DC and Maryland law, all students must submit documentation that they have been vaccinated against specific illnesses before the school year begins. Please note: No student will be allowed to attend school without a Certificate of Immunization unless the student has been exempted in accordance with the law.

If there is a risk of a vaccine-preventable disease impacting campus or the Sidwell Friends community, the School may, in its sole discretion, exclude students who are not immunized against vaccine-preventable disease(s), including those with valid religious or medical exemptions,

from attending school in person and participating in all in-person activities. Excluded students will not be permitted to return to campus until (1) the danger of the outbreak has passed; (2) the student becomes ill with the disease and completely recovers; or (3) the student is immunized. In determining whether there is a risk of a vaccine-preventable disease, the School may consult with appropriate medical professionals and/or experts, including, but not limited to, the Maryland Department of Health and DC Department of Health.

Illness/Injury at School

Students who need to be excused from school after the school day has started due to illness or injury must be evaluated by a member of the Health Services team, who will contact the parent/guardian and arrange for early dismissal.

Health Services will contact the divisional office and update them on the status of the student. No student will be allowed to leave Sidwell Friends until a parent or guardian has been notified. Health Services facilities are limited; therefore, students may remain there no more than one hour before parent/guardian pickup, not to exceed the end of the school day. Students who are sent home due to illness must meet the criteria in the Return to School After Illness Policy before returning to Sidwell Friends.

Return to School After Illness

Students must stay home from Sidwell Friends if any of the following conditions are present:

- Contagious illness (e.g., COVID-19, strep throat, pink eye, chickenpox, etc.)
- Flu-like symptoms (e.g., fever, body aches, chills, unusual fatigue)
- Fever of 100 degrees Fahrenheit or higher in the past 24 hours even in the absence of any other symptoms
- New onset and/or frequent persistent uncontrollable cough
- Nausea and/or vomiting the night before or in the morning before coming to Sidwell Friends
- Diarrhea, stomach pain, or cramping
- New, unexplained rash/skin discoloration
- Red-itchy eyes that impair vision
- Persistent headache

Parents/guardians should observe their child after an illness for 24 hours to ascertain that the student is fever-free (without the use of fever-reducing medications, such as the administration of acetaminophen and ibuprofen) and can fully tolerate food, fluid, and a normal activity level before returning to Sidwell Friends School.

A student who misses five or more consecutive days of school due to illness is required to provide written medical clearance from their treating physician to return to school.

If a child cannot participate in physical activity or physical education for medical reasons for more than three days, written notification is required from a physician.

Managing Health Conditions

Each student with known asthma, allergy, diabetes, seizure disorder, or any other condition requiring medical intervention and/or management while at school is required to have the applicable medical action plan and prescribed medications in place with the Health Services Office. Students will not be allowed to participate in athletics, recess, and off-campus activities until the medical action plan has been reviewed and approved by Health Services and the prescribed medications have been received, if applicable.

Medical Action Plans may be found on the Parent Portal by clicking on the "Health Forms" link. Written authorization from the student's healthcare provider and the parent/guardian must be documented on the Medical Action Plan. Ultimately, permission for the student to self-carry and self-administer the medication is at the discretion of the school nurse who will assess the student's capacity to self-carry, self-administer, and store the medication safely.

For a health condition that does not require a Medical Action Plan as described above but that may require treatment by Health services staff (e.g., neurological, cardiovascular, gastrointestinal, genitourinary conditions, and genetic disorders), please contact Health Services.

Medication Administration

Over-the-Counter Medication Administration

A limited selection of over-the-counter medications are available from Health Services. After being assessed by a school nurse, students may be administered these medications by a school nurse and/or medication-trained school personnel. Authorization for administration of these specific medications is documented on the Over-the-Counter Medication Authorization form and must be signed by the student's parent/guardian and the healthcare provider. (found in the Parent Portal via the "Health Forms" link).

Please note, students are prohibited from self-carrying and self-administering over-the-counter medication while at school and/or on school-sponsored trips.

Medication Action Plan

For health conditions that do not require a Medical Action Plan but do require medication management during the school day, school-sponsored field trips, or overnight trips (e.g., attention/hyperactivity, psychological conditions, acute illnesses requiring antibiotics, migraine disorders,

pain disorders, seasonal allergies, vitamins, supplements, etc.), a completed Medication Action Plan (DC campus) or MSDE Medication Administration Authorization Form (Bethesda campus) must be on file with Health Services (found on the Parent Portal by clicking on the Health Forms link). The completed Medication Action Plan (DC campus) or MSDE Medication Administration Authorization Form (Bethesda campus) must be signed by the student's parent/guardian and the healthcare provider.

Medication must be dropped off in the Health Services Office during school hours. Medication must be in the original pharmacy-labeled packaging and match the description of the medication on the pharmacy label. The pharmacy label must have the student's legal name and date of birth. The directions for administration on the pharmacy label must match the instructions on the Medication Action Plan (DC campus) or MSDE Medication Administration Authorization Form (Bethesda campus). School nurses or medication-trained personnel may administer medication to your student only as authorized in the Medication Action Plan (DC campus) or MSDE Medication Administration Authorization Form (Bethesda campus).

If a student receives a new diagnosis during the school year, parents must inform Health Services as soon as possible.

Written authorization from the student's healthcare provider and the parent/guardian must be documented on the Medication Action Plan (DC campus) or MSDE Medication Administration Authorization Form (Bethesda campus). Ultimately, permission for the student to self-carry and self-administer the medication is at the discretion of the school nurse who will assess the student's capacity to self-carry, self-administer, and store the medication safely.

Head Lice Policy

Parents/guardians are notified if live lice are found on their child. If a student is sent home for identification of live lice, parents/guardians are expected to initiate treatment. Students can return to Sidwell Friends and attend classes the following day as long as they have been treated and no live lice are present. Parents/guardians are expected to monitor their children for re-infestation. Inspections of all students in an infected student's classroom are not required.

Communicable Illness Policy

The School may exclude any student who (a) has a communicable illness, (b) is awaiting diagnostic test results for a communicable illness, (c) has symptoms associated with a communicable illness, (d) has been exposed to an infected person, and/or (e) has traveled to an area impacted by a communicable illness, if the School determines, in its sole discretion, that such exclusion is appropriate for the welfare of the student or the Sidwell Friends community. The School may also screen students or require students to be screened by appropriate medical professionals to determine whether they pose a risk to the community. The School's decisions shall be based on current and well-informed medical judgments concerning the illness, the risks of transmitting the illness to others, the symptoms and special circumstances of each individual who has a communicable illness, and an analysis of the identified risks and available alternatives for responding to an individual with a communicable illness.

If and when appropriate, the School will disseminate information to students and families regarding campus health and safety issues through regular internal communications channels. For example, the School may provide families with information about the nature and spread of communicable illnesses, including symptoms and signs to watch for, as well as required steps to be taken in the event of an epidemic or outbreak. All parents and guardians are encouraged to contact medical professionals with any questions or concerns about communicable illnesses or immunization issues.

A student diagnosed with the following communicable illnesses will not be allowed to attend classes or activities during the contagious phase of their illness. The student may return to Sidwell Friends after commencing treatment if a licensed healthcare practitioner provides a note attesting to the diagnosis, to the onset of treatment, and to the fact that the child is no longer contagious and is cleared to return to school.

- Acute diarrhea (e.g., salmonella, shigella, E. coli)
- Conjunctivitis
- Hand, foot, and mouth disease
- Hepatitis
- Impetigo
- Influenza
- Measles
- Meningitis
- Mononucleosis
- Methicillin-resistant Staphylococcus aureus (MRSA)
- Mumps
- Pertussis (whooping cough)
- Pinworms
- Polio
- Ringworm
- Rubella
- SARS-CoV-2/COVID-19
- Scabies
- Strep
- Tuberculosis
- Typhoid Fever
- Varicella (chicken pox)

Allergy Management

Allergy management at Sidwell Friends School is a cross-disciplinary effort requiring collaboration and communication among all departments and divisions of the School. Parents and students must work collaboratively with faculty, staff, administration, and the School's food-service subcontractor to prevent the exposure of a student with allergies to a known or suspected allergen.

Although Sidwell Friends is not an allergen-free school, the School is committed to the health and wellness of our students. Sidwell Friends cannot ensure that students with allergies will not come in contact with an allergen (e.g., peanut butter packets are available in the cafeteria on the DC campus); however, the guidelines described below are created to help mitigate exposure of students to allergens. While the School will make all efforts to encourage compliance with these guidelines, it cannot guarantee that these guidelines will be followed in all circumstances.

Classroom Food Policy

Faculty, staff, students, and families wishing to serve food to students in a classroom during the school day must adhere to the following protocols.

Although Sidwell Friends is not an allergen-free school, the School is committed to the health and wellness of our students. Individuals wishing to serve food to students during the school day must select food items from the **Safe Snack Guide**, which includes approved food items that are free of peanuts, tree nuts, dairy, sesame, eggs, and soy. Items on this list are not gluten- or wheat-free, and this list is not kosher, halal, or vegan. The website **snacksafely.com** was used to create this comprehensive list of food items. Healthcare coordinators will continue to update the list of approved foods.

Classroom Food-based Projects

In some instances, teachers and students may wish to serve food related to a specific academic field of study or as part of a cultural or religious celebration. In such instances, food items should be purchased from a store in the United States with clear ingredient labels indicating the presence or absence of the major food allergens (milk, fish, wheat, peanuts, egg, sesame, shellfish, tree nuts, and soy). For students in Middle and Upper School, a full ingredient list written in English should be presented for students to review.

If store-bought food is unavailable and homemade food is required for the special school project or cultural or religious celebration, students and families wishing to serve these foods must submit a special food request to the teacher two weeks in advance. Teachers are responsible for ensuring that each student and the student's families are aware of the full ingredient list in advance of the day that the food is to be served.

Food Served Outside the Classroom at School Events

Families are responsible for any food eaten by their children at events where parents/guardians are accompanying their children (e.g., Homecoming, school picnics, etc.).

Allergy Policy guidelines will be used when planning for food served at off-hour and weekend events such as sporting events or special occasions like school dances.

Community Education on Classroom Food Policy

Healthcare coordinators will educate faculty, students, and families about the Classroom Food Policy and preventative measures to avoid allergen-related medical emergencies.

Accommodations and Student Support Policies

The School offers the following support services and policies.

Counseling Services

The School's counselors endeavor to enhance students' academic and emotional success and well-being. The services the counselors provide include mental health and wellness education, brief problem-focused individual counseling, family support, teacher consultation, and mental health referrals to outside providers. All students enrolled at Sidwell Friends are eligible for the counseling services listed above. Services are provided based on students' needs and available resources.

In order to promote a trusting and successful counseling experience, Sidwell Friends counselors generally do not disclose information shared by students and families without parental permission. There are some limits to confidentiality, and information from counseling sessions may be shared when counselors believe students may pose a danger to themselves or others, when there is a suspicion of child abuse or neglect, when developing a plan for academic accommodations, and when, in the opinion of the counselor, sharing pertinent information with other adults in the School best supports a student's needs.

Email may be used for communication. The School, however, cannot guarantee the security and confidentiality of email communications.

From time to time, Sidwell Friends counselors may use a third-party virtual platform for check-ins with students and/or parents/guardians. The School cannot guarantee the security and confidentiality of such third-party platforms.

Sidwell Friends counselors are available to work with students and parents/guardians during the school day. Sidwell Friends counselors are unable to provide emergency or crisis support outside of those hours. Parents/guardians should dial 911 or go to the nearest emergency room if they become concerned for their child's safety or the safety of any other individual.

Accommodations

The School is committed to offering reasonable accommodations for students with disabilities and to supporting students. Regardless of the presence of disabilities, students are expected to perform all basic tasks, such as completing homework and classwork, attending classes, using available supports, and implementing the School's recommendations. Each division outlines the academic requirements necessary for the completion of the program, which includes physical education and a world-language requirement. Occasionally, students may need accommodations in order to fulfill their academic obligations. However, accommodations that substantially alter the academic program or are unduly burdensome may not be provided.

The School determines accommodations based on a review of a comprehensive evaluation (psychoeducational or neuropsychological evaluation completed within the last three years) by a specialist appropriate to the disability who can provide a formal diagnosis. The divisional counselor and/or the consulting psychologist, learning support coordinator, and/or healthcare coordinator review the scope of the evaluation and appropriateness to the diagnosis to ensure that the presence of a disability that has a significant academic impairment is satisfactorily documented. All accommodations are provided only when approved by the School. For more information about academic support, see the Academic and Behavioral Policies sections under the Lower, Middle, and Upper School sections of this handbook.

If a family is concerned about their student's learning needs, they should contact their divisional learning support coordinator to gather more information. When the Student Support Team (SST) identifies a student who requires additional support over time, the School may refer a family to a consulting psychologist for a comprehensive evaluation (pyschoeducational or neuropsychological). A family may engage an independent consultant to assess their child; however, it is prudent to contact the learning support coordinator prior to initiating the private evaluation.

The following lists identify available accommodations as indicated by documented disability and academic impairment. All accommodations and supports must be approved by the appropriate divisional learning support coordinator.

The School is committed to providing high quality, differentiated instruction for all students. If/when a child is diagnosed with a specific disability and academic impairment is evident, the School may provide the following accommodations:

- 50 percent formal extended time on tests, quizzes, and timed assessments with a qualifying learning disability. In rare instances, a student may qualify for extended time beyond the standard 50 percent accommodation. These requests will be reviewed on a case-by-case basis.
- Preferential seating.
- Computer use for tests, assignments, midterms, and final exams.
- Use of a basic calculator for computation only, when computation is not the main skill being assessed.
- Marking in test booklet rather than Scantron sheet for multiple-choice classroom tests (US).
- Use of certain assistive technology.
- Medical stop-the-clock.
- Extended deadlines for assessments (LS, MS, US) and assignments (LS).
- Supporting the development of note-taking skills, and providing access to copies of class notes.

Financial support for comprehensive evaluation recommended by the School will be on a sliding scale based on the percentage of financial aid award the family receives.

Regardless of the presence of learning disabilities, students are expected to perform all basic tasks, such as completing classwork and homework, attending classes, using available internal supports, and implementing the School's recommendations. When external tutoring is recommended by the School, the academic/learning support coordinator will:

- Set clear objectives/goals and duration of tutoring.
- Review tutoring notes; monitor progress and transfer of skills.
- Evaluate the effectiveness of tutoring, using data collection and observation of class work and independent work, and adjust objectives/goals.
- Discontinue tutoring when targeted skill areas have improved and are grade-level appropriate and/or there is no longer significant academic impact or there

is no independent application of the targeted skills/strategies.
- At the end of the tutoring cycle, review the global/broader needs of the student with the SST to consider additional interventions or recommendations, if needed.
- If a family feels their student needs additional support to meet academic requirements, they should reach out to the divisional learning support coordinator. For more information, refer to the Academic and Behavioral Policies sections under the Lower, Middle, and Upper School sections of this handbook.

Medical Leave Policy

A medical leave from Sidwell Friends may be appropriate in the case of serious illness, bodily injury, or mental health condition, as determined in accordance with this policy. Decisions about granting or requiring a medical leave, or reinstating a student who has been on leave, rest with the senior administrators, the Sidwell Friends counselors, and/or the Health Services Team; they will be guided by the principal goal of a medical leave: to give the student the opportunity to regain health and thereby function consistently, productively, and safely at Sidwell Friends. In the absence of a treatment plan that, in the School's opinion, meets these needs, Sidwell Friends may decline to grant a medical-leave request, and instead require the student to withdraw.

A student's family may request medical leave. The School requires that any request for medical leave be accompanied by sufficient supporting documentation (as determined by the School in its sole discretion) to allow the School to evaluate the leave request, including, but not limited to, at least the following information: (a) recommendation from the student's treating medical professionals that the student would benefit from taking a medical leave; (b) description of how the student's medical condition limits the student's ability to participate in required academic or extracurricular activities; (c) plan for treatment of the student's medical condition; and (d) an anticipated date for the student's return.

Additionally, in certain situations, the School may require that the student be evaluated and subsequently placed on medical leave. The School may initiate a discussion of a leave of absence in circumstances including but not limited to:

- When mental health or physical symptoms are, or may be, impeding a student from functioning appropriately and productively in an academic setting.
- When a physical or mental health condition interferes with a student's attendance at Sidwell Friends.
- When a student behaves in ways that may be self-destructive or dangerous to others.
- When a student is not engaged in treatment that the School has made a condition of attendance, after the student has been evaluated by medical and/or mental health professionals, who have deemed such treatment appropriate.
- When a student exhibits symptoms or behavior that is of concern to the School.

Initial discussions of a potential medical leave may include, at the School's sole discretion, the student's advisor, senior administrators, the Sidwell Friends counselor, the parents/guardians, or the student, as deemed appropriate. The purpose of this initial discussion is to establish the steps that the family is taking to ensure that the student is well enough to participate fully in life at Sidwell Friends; and the further steps that the School may require if the situation does not improve.

The School may require the family (parents/guardians and student) to enter into a medical leave of absence agreement detailing the parameters of the leave. The agreement may include conditions and requirements for the student's return to Sidwell Friends. While a student on leave is excused from attending class, the student must make up missed work upon return in order to earn academic credit. While the School will strive to minimize academic disruption, the School may require that a student drop a course or courses if a prolonged absence will make it difficult for the student to satisfactorily complete the requirements of the course. To return to Sidwell Friends from a medical leave, a student must provide a thorough, written professional evaluation of the student's current mental health and/or medical condition from the physician, psychiatrist, or other professional who treated the student during the medical leave. The School may require additional evaluation by a physician or mental health consultant of its choosing. The guiding principle of readmission from a medical leave is the School's confidence that the student can return safely and that the student's return will not compromise the student's continued recovery, interfere with the School's ability to serve other students' needs, or place an undue burden on the School. The decision regarding any student's return to the School from a medical leave remains at the sole discretion of the School. As a corollary to this principle, a student whom the School determines can safely participate in the regular school day may nevertheless be restricted from participation in overnight field trips or other residential-style activities.

Reporting Sexual Abuse, Abuse, and Neglect

The School is committed to the highest standard of care for students and seeks to ensure that students are protected from inappropriate or hurtful actions by the adults responsible for their care, as well as by anyone else who may mistreat a student. Any student or adult who has any concerns about sexual abuse or abuse or neglect of any kind should bring it to the attention of a teacher, coach, advisor,

counselor, nurse, assistant principal, principal, associate head of school, head of school, or any other trusted adult at Sidwell Friends. The School will work with the student regarding any specific needs that the student may have and will comply with any reporting obligations required by law.

In accordance with Maryland and DC law, as applicable, all school employees are required to report any case of suspected abuse or neglect of any student under the age of 18 to the appropriate authorities. Abuse may be physical, sexual, or emotional. Neglect may occur when a student is not provided with proper supervision or adequate food, clothing, shelter, education, or medical care, although the parent or guardian is financially able or has the assistance to do so. Suspicion or belief may be based on factors including, but not limited to, observations, allegations, facts, or statements by a child, a victim, or a third party. Such suspicion does not require certainty or probable cause. The responsibility to report rests both on the School and also on all school employees. While a school employee may wish, and is indeed encouraged, to consult with the head of school prior to making a report of suspected child abuse or neglect to an appropriate agency, all employees are required to report their reasonable suspicions to the appropriate agency, even if the head of school may not agree with the employee's concerns.

All students should seek the help of a trusted adult when they need help or in the event that they have questions or concerns in this area. Students should also report any concerns to a trusted adult if they know of another student in need, even if the other student will not. No student should suffer in silence.

Community Life

All members of the community should strive to respect and support each other and place the best interests of the students and the institution first. All the various constituencies that make up the community—trustees, administrators, faculty, staff, students, parents/guardians, and alumni—should strive at all times to support, defend, cooperate with, and speak well of each other. Respect for the rights, dignity, and feelings of others is essential to the life of Sidwell Friends School and requires the support of both students and parents in acts of kindness and understanding.

After-School Activities and Supervision

The School hosts numerous activities and events after regular school hours, and students and families are welcome to attend these open events. PreK–8 students staying to watch a game or attend a school event after regular school hours must be under the supervision of a parent/guardian. SPARC (Special Programs After Regular Classes) provides activities for students in grades preK–8 during the afternoon and on select teacher conference days. For more information, see the Extended Day section in the Lower and Middle School sections of this handbook.

All-Community Meeting for Worship

Several times each year, members of the community gather in the Robert L. Smith Meeting Room on the DC campus. All members of the Sidwell Friends community, including current families, faculty and staff, alumni, parents of alumni, grandparents, and friends, are invited. Friends often worship in silence as they seek to open themselves to the Light of God; however, the School conducts these meetings in a variety of formats in response to the suggestions and needs of the community. For more on Meeting for Worship and Quaker values, see the About section of the website.

Campus Safety and Security

The Campus Security Office works with all members of the community to create a safe campus environment. Located on the street level of the DC campus garage, the office responds to security concerns and emergency situations, manages campus traffic flow, and deploys safety officers to provide assistance when needed.

The School has deployed security cameras in public areas around the property to enhance the safety and security of members of the Sidwell Friends community and school property, to deter crime, and to assist law enforcement. The primary use of security cameras is to record video images for use by Sidwell Friends School officials charged with investigating alleged violations of law or School policy and for sharing with law enforcement, as appropriate. The School reserves the right to use video footage as it deems necessary and appropriate.

Celebrations

The Quaker tenets of simplicity and equity guide the School's policies on parties, celebrations, and student recognition. Quakers are delighted to celebrate important events ranging from birthdays to graduations to academic, artistic, and athletic successes. Such celebrations should be simple and demonstrate that all in the community are valued equally. A general guideline is that parties with more than 50 percent of a group (class, team, grade, etc.) invited should include everyone in that group.

Dress Code

Clothing choices must adhere to the values of the School and must allow for comfortable and normal daily movement without becoming revealing. Undergarments may not be visible. Footwear must be worn at all times and should not mark the floor. Additionally, children may not wear clothing with messages or images on clothing that conflict with the School's values. The School's administration will use judgment to determine appropriate dress. Students whose dress is inappropriate for school will be required to change their clothing and will be subject to disciplinary consequences. Please see the divisional sections for more specific Dress Code requirements. If parents or students are unsure of the appropriateness of a particular clothing item, that item should not be worn to school.

Faculty and Staff Gift Policy

Although gifts are not expected, students and parents/guardians sometimes wish to give presents to faculty and staff. The School requests that the ideals of Quaker simplicity and meaningfulness govern the choice of gifts. They should be presented before or after the school day. Often, the most welcome gift is a note of appreciation from the child or parent/guardian sharing a memory that made a particular impression. Collective solicitation of targeted sums of money from families and students is not consistent with the School's Quaker philosophy and with the diversity of the community.

The Fox Den Café and School Store

The Fox Den Café and School Store is located on the DC campus off Sledge Garden in the Sensner Building. It sells beverages, snacks, and Sidwell Friends merchandise from 7:30 a.m. to 5 p.m. during the academic year, with more limited hours in the summer months. The Fox Den also has **an online store**.

Parents/guardians of Middle and Upper School students may set up a student account and pre-pay a specified amount, allowing their student to make debit purchases. Accounts may be replenished either in person or over the phone. For information about Fox Den accounts, email **foxden@sidwell.edu**.

Sidwell Friends Logos and Name

Sidwell's name, seal, and logos, including athletic logos, are trademarks of the School and may be used only with permission. Anyone seeking to use a School trademark on articles of clothing (T-shirts, sweatshirts, hats, etc.) or items such as water bottles, mugs, stickers, etc. must receive prior permission, following a review, by the chief communications officer (or designate) using the **Approval to Order Sidwell Friends School-Branded Merchandise form** found on the Fox Den page in the Parent Portal. This policy also applies to gifts and clothing without the School name, logo, or seal if they are to be given away or sold at school-sponsored events and activities. Any orders placed through the Fox Den will be subject to the same standard retail markup applied to all goods sold in the store.

Use of the trademarked Sidwell Friends name, seal or logos to misrepresent a business, entity, event, website, social media page, or electronic or printed communication as officially sponsored by Sidwell Friends is prohibited, unless approved in the manner described above. Use of the trademarked Sidwell Friends name, seal or logos for unauthorized video, web, or printed publication of any kind is prohibited.

Internal Reports

Reports and reviews commissioned by the School are the sole property of the School. All such reports are considered internal documents and are not to be made public.

Library Use Policy

Each division has a library tailored to meet the needs of its individual students and curriculum. Borrowing privileges are extended to all members of the Sidwell Friends community. All materials must be checked out before leaving the library. Consequences for failing to return materials will be imposed. Students will be charged for lost materials and materials not returned. Reminder notices are sent out by each library. Students who do not return their library materials by the end of the academic year will not receive their report cards until their library obligations have been satisfied.

Lockers

Lockers are the property of the School. They should be used for storing books, clothing, and other school-related materials. Students are urged to keep their lockers locked and should not share their combinations with others. Sidwell Friends reserves the right to inspect lockers without permission or notice.

Search Policy

The School may search a locker and/or any item belonging to a student or in a student's possession on Sidwell Friends grounds when any member of the faculty or the School's administration has reason to believe that a disciplinary infraction has occurred or believes that there is a threat to the well-being of members of the community that could be discovered. Examples of situations that could lead to a search include information that a student is in possession of alcohol, drugs, drug paraphernalia, a weapon, or someone else's property. In addition, in the School's ongoing efforts to ensure compliance with Sidwell Friends rules, to make sure that students engage in appropriate behavior, and to maintain a substance-free and safe school environment, the School may choose to conduct a search of any area of the Sidwell Friends campus including but not limited to student lockers and belongings, at any time and without prior notice.

Searches may include any item belonging to a student or in a student's possession such as a backpack, gym bag, or handbag, as well as personal electronic and related devices in the student's possession on campus, whether assigned or personally owned, such as a student's cell phone, laptop, flash drive, tablet, or computer. All student motor vehicles on Sidwell Friends School property are also subject to search, including any compartment within the vehicle, such as glove compartments, trunks, or containers within the vehicle.

In connection with searches of electronic media, students must furnish the School with any passwords that control access to applications, programs, images, or any other site or medium accessible to the student through a device brought to campus.

The School may dispose of any item of contraband or other confiscated items that violates school rules as it deems appropriate.

Any student who does not comply with these rules may be subject to disciplinary action, up to and including expulsion.

Outside Employment of Faculty and Staff

The School does not actively endorse the practice of any faculty or staff member babysitting, house-sitting, pet-sitting, or providing any other form of external employment (long- or short-term) for parents/guardians of current Sidwell Friends students, whether during the academic year or the summer break. Families are prohibited from privately employing teachers and staff who are currently working with their children at school. Should a faculty or staff member become employed in any way by a parent/guardian outside of the school day, that faculty or staff member should be considered an independent contractor and not an employee of Sidwell Friends School.

Personal Property

The School is not responsible for any personal property brought to Sidwell Friends, and students' possessions are not covered by the School's insurance policy. Students should not bring cash or other valuables to Sidwell Friends. If students must bring a valuable item (such as a camera) to Sidwell Friends, it should be kept with them at all times.

Press and Outside Photographers and Videographers

The School wishes to protect the safety, privacy, and comfort of the students and community, which can feel compromised by the presence of external press and outside media. All press and media members, and parents/guardians seeking permission to bring any members of the press, photographers, or videographers onto Sidwell Friends School property must first seek approval from the chief communications officer at **communications@sidwell.edu** or 202-537-8142. All vendors or external media must check in with Campus Security.

Religious Holiday Homework Policy

Sidwell Friends School deeply values and affirms the ability of all students to participate in family religious and cultural holidays and traditions. Because of the large number of students who are expected to request academic flexibility for one or more scheduled holidays or observances, no homework will be due and no assessments, tests, or quizzes will be given on the following school days during the 2025/26 academic year:

- Wednesday, September 23–Thursday, September 24
- Thursday, October 2
- Tuesday, October 21
- Tuesday, February 17
- Thursday, April 2–Friday, April 3
- Monday, April 6

Students and families who wish to receive academic flexibility for dates not listed above should communicate with their teachers and/or divisional academic dean in advance in order to receive appropriate extensions or homework waivers.

Service Learning and Community Engagement

The Quaker pillars of the School inspire active engagement in service through community engagement, environmental stewardship, and global citizenship. Students, faculty, and staff are involved with diverse types of engagement with the Washington, DC, community and beyond. Each division has a distinct service-learning or community-engagement program, and projects may encompass one or more of the following types or levels of engagement.

Student Behavior and Discipline

The Sidwell Friends Honor Code

The honor code is a general statement of principles concerning personal honesty and academic integrity and their importance in the life and health of the School.

The code reads as follows:

> *Personal integrity and academic honesty are fundamental principles that must be upheld by all members of the Sidwell Friends community in order to create an atmosphere in which trust, scholarship, and friendship may flourish. These principles are in accord with Quaker notions of common decency and respect for the rights and feelings of others.*

Students are expected to reflect the School's Quaker values in all aspects of their conduct and behavior, including being respectful of others, being a good steward of the School's campus and resources, demonstrating humility and a willingness to grow and learn, showing a commitment to peaceful resolution when conflicts arise, and demonstrating good sportsmanship when engaging in or viewing athletic events. Conduct at all school-sponsored events, on or off campus, should respect the rules and traditions of the School. All properties owned by the School are considered to be "on campus." Students found to be in violation of the community's honor code may be subject to disciplinary action as described in the section on discipline.

Out-of-School and Off-Campus Behavior

Students should be aware that certain activities even outside of school hours or off Sidwell Friends property may result in loss of privileges and other disciplinary actions up to and including suspension or expulsion. Students may be subject to discipline for misconduct that is, or may be, disruptive of the educational process; that interferes with the work of the School; that is contrary to the mission of the School; that impinges on the rights of other students, employees, or members of the Sidwell Friends community; or that has a direct or immediate effect on the discipline or general welfare of the School, even if such conduct takes place off campus, during non-school hours, or on breaks from school. Such conduct will be evaluated at the sole discretion of the School, and the School reserves the right to deviate from the regular disciplinary process as may be deemed necessary under the circumstances. Some examples of such outside conduct that may have disciplinary ramifications at Sidwell Friends include:

- Any violation of the law
- Underage purchase, use, or possession of alcohol or a controlled substance
- Cyberbullying or other use or misuse of computers or computer websites (personal, at home, or at Sidwell Friends School) that impacts or could impact the welfare of any member of the Sidwell Friends community or the reputation or functioning of the School

Discipline

Conduct inconsistent with the best interest of the School, its core values, educational mission, or public safety and welfare, or that is unlawful may be subject to discipline. This policy applies regardless of whether the conduct is specifically prohibited and whether it occurs on or off school grounds, at a school-sponsored event, during school hours, after school hours, or on the internet.

The School reserves the unconditional right to discipline any student at any time for violations of rules, regulations, or expectations of student behavior, whether stated or not, or any student whose behavior on or off campus or online is a threat, in the School's judgment, to the well-being and safety of the community. Such discipline may include but is not limited to a loss of privileges, limited participation in nonacademic programs, suspension, expulsion, or any other responsive action that the School deems most appropriate to the situation. Violations of rules and standards resulting in disciplinary measures, including suspension and expulsion, are determined by the principal of the relevant division in consultation with the head of school or designee.

Developmentally appropriate disciplinary procedures are used in each division. Please read the general section on discipline, as well as the relevant division section.

Drugs, Alcohol, Tobacco, and Gambling

Students may not be on Sidwell Friends School grounds, attend school events, or attend any school-sponsored activities if they have consumed or are under the influence of alcohol or other controlled legal substance, or any illegal substances. Furthermore, students may not possess, use, or distribute substances on the Sidwell Friends School grounds or at any school functions. The School owns a Breathalyzer and reserves the right to use it to verify the sobriety of students when behavior warrants suspicion. Refusal to submit to a Breathalyzer test may result in disciplinary action. Individual students' use of drugs for which the student has a legal prescription is permissible, as long as that use is the manner designated in the prescription and administered according to the medication administration plan approved by the prescribing clinician and managed by the Health Services Team.

Students violating these rules are subject to expulsion or suspension from the School. The School may take disciplinary action against students for drinking, drug-dealing, or any other illegal acts performed outside of school.

Use of tobacco and marijuana is forbidden on campus and at school events. Gambling of any kind is prohibited at Sidwell Friends.

Other Serious Violations

Some behaviors are especially contradictory to the values of the community and merit disciplinary action in accordance with the guidelines of the division:

- **Cheating.** This includes the deliberate copying of another's work on tests, homework, reports, or any other assignment, or providing such information. Cheating also includes deliberate copying from resources on the internet or other sources or receiving unauthorized assistance from tutors, parents, or technology and misrepresenting the work as one's own (see Plagiarism, below). Such activity represents disrespect for others, academic dishonesty, and lack of integrity.
- **Plagiarism.** This is the unaccredited or undocumented presentation of another person's work as one's own work. Students beginning to learn how to research will be instructed in how to use resources properly.
- **Unauthorized use of artificial intelligence (AI).** Use of AI tools must be explicitly approved by the classroom teacher for each specific course and assignment. They should never be used for cheating, plagiarism, harassment, or bullying. Any misuse of AI tools will result in disciplinary actions.
- **Direct disobedience.** Rudeness or direct disobedience to an adult in the community is in direct contradiction of the Quaker tenet of respect and may be a safety issue.
- **Lying.** Deliberately misrepresenting the truth demonstrates a lack of personal integrity.
- **Physical, verbal, sexual or emotional abuse of another person.** Abuse of another individual will be treated with the utmost seriousness. The School will not tolerate actions and behavior that inflict harm on others.
- **Threats of violence.** Threatening to physically or emotionally harm a member of the community is a serious offense and will be addressed swiftly, directly, and with sensitivity to a child's age.
- **Possession of weapons.** Any student possessing a weapon of any kind will be subject to immediate expulsion or suspension. Possession of toy weapons such as water pistols is prohibited on campus and at all school-sponsored events.
- **Stealing.** Taking someone else's property without prior permission is prohibited. This includes "borrowing" from another's locker, backpack, notebook, computer files, or any other private space without permission.
- **Vandalism.** Damaging, defacing, mistreating, or destroying the property of any member of the Sidwell Friends community or of the School itself will not be tolerated. Students must pay to repair or replace the items and will be subject to other consequences.

Division-specific disciplinary expectations and policies can be found in each division's section of this handbook.

Reporting a bias incident

Sidwell Friends School is committed to ensuring the safety and wellbeing of every member of its community. This commitment extends beyond physical safety to include a culture in which individuals can learn, teach, and work in an environment as free of bias, discrimination, or fear as possible.

Community members who wish to report an incident relating to bias may do so using the School's bias reporting form found on the School's Equity, Justice, and Community webpage.

Cooperation with School Investigations

Students must cooperate with Sidwell Friends School investigations. Students are expected to be honest, but honesty is not necessarily a mitigating factor in the School's disciplinary process, and students' own statements may be used against them. Failure to cooperate with an investigation may be cause for disciplinary action. If a student refuses to participate or cooperate at any stage of an investigation for whatever reason, including but not limited to pending criminal charges, the School reserves the right to take action, including proceeding without a statement from the student or requiring the student to leave school.

Depending on the nature of the investigation, the School may require that a student be subject to psychological evaluation. Cooperation with that process is mandatory, and failure to agree to the requested evaluation may be grounds for discipline.

Harassment And Sexual Assault Policy

The School believes in promoting a learning and working environment that is free of sexual and other forms of illegal harassment, such as harassment based on race, color, religion, national origin, gender, sexual orientation, gender identity or expression, military service, veteran status, age, ancestry, genetic information, disability, or any other category protected by law. Harassment of employees, students, or other members of the Sidwell Friends community will not be tolerated. This includes student-to-student behavior, as well as that between students or parents/guardians and among adults.

Upon notice of any allegation of harassment, the School will review the situation and take disciplinary or corrective action as necessary to address the harassment. Retaliation against any individual who has complained about harassment or who participates in an investigation of a harassment complaint will not be tolerated. The School may also take disciplinary or remedial action for inappropriate conduct, even when the conduct does not meet the legal definition of unlawful discrimination or harassment.

The School's Harassment and Sexual Assault Policy rules apply to email, text, or social media correspondence by and between Sidwell Friends students and/or adults, regardless of whether it is delivered, read, or accessed through a Sidwell Friends account or server.

Harassment

Harassment refers to unwelcome conduct or behavior that is personally offensive or threatening and that has the effect of impairing morale; that interferes with an individual's academic performance; that creates an intimidating, hostile, or offensive environment; or that creates a situation in which a student's decisions depend on his or her submitting to and/or not objecting to offensive behavior.

Harassment can take many forms. Examples include but are not limited to conduct or comments that threaten physical violence; offensive, unsolicited remarks; unwelcome gestures or physical contact; display or circulation of written materials, items, or pictures degrading to any person's gender, race, ethnicity, religion, age, disability, or other legally protected status; offensive online postings or communications; and verbal abuse or insults about or directed to any student, employee, or other individual or group of students, employees, or other individuals.

Harassment also includes bullying. Bullying is broadly defined as "the repeated use by one or more students of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a victim, that:

- Causes physical or emotional harm to the targeted student or damage to the targeted student's property.
- Places the targeted student in reasonable fear of harm to himself or herself or of damage to his or her property.
- Creates a hostile environment at school for the targeted student.
- Infringes on the rights of the targeted student at school.
- Materially and substantially disrupts the educational process or the orderly operation of the school.

Bullying includes but is not limited to actions such as making threats, spreading rumors, attacking someone physically or verbally, and excluding someone from a group on purpose.

Any form of illegal harassment, including written or verbal harassment in the form of voicemail, electronic messaging systems, electronic mail, or use of the School's internet or intranet sites will not be tolerated. Harassment may include easily identifiable acts of verbal, written, or physical abuse. It may also include more subtle but equally damaging forms of harassment such as graffiti, epithets, and remarks or "humor" that stereotype individuals. No matter what form it takes, harassment of any member of this community is strictly prohibited.

Sexual Harassment

Sexual harassment means unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

- Submission to such conduct is made either explicitly or implicitly a term or condition of a person's employment or advancement or a condition of participation in school programs or activities.
- Submission to or rejection of such conduct by an employee or student is used as the basis for decisions affecting the employee or student.
- Such conduct has the purpose or effect of unreasonably interfering with an employee's or student's performance or creating an intimidating, hostile, or offensive work or learning environment.

Sexual harassment can occur between students and employees/adults as well as among students. All sexual advances (overt or otherwise) between adults and students are prohibited, on or off the grounds. The School will also respond vigorously to any reported harassment of students or employees by vendors, contractors, other third parties

having agreements or other contacts with the School, supporters of the School (donors, volunteers, alumni, parents), and/or visitors to the School.

Romantic or sexual relationships between students and employees, or students and adult family members of employees, are strictly prohibited and will lead to the employee's dismissal.

While it is not possible to list all circumstances that may constitute sexual harassment, the following behaviors are examples of harassing behaviors. The list is not exhaustive, and members of the community should seek advice and assistance in any circumstance in which they are made to feel uncomfortable by the behavior of another.

Sexual harassment may include:

- Physical assault, including any coerced or nonconsensual sexual relations (coercion may be psychological, as well as physical)
- Sexual advances, whether or not they involve physical touching
- Sexual physical contact
- Sexual or lewd jokes, remarks, leering, whistling, brushing against the body, or other suggestive or insulting gestures or comments
- Inquiries into one's sexual experiences or activities or discussion of one's own sexual experiences or activities
- Intimidating or negative remarks about an individual's sexual orientation (whether actual or implied), gender, or gender identity
- Sexually suggestive or degrading sounds or remarks (written, oral, or electronically transmitted), including graffiti and the spreading of sexual rumors, made to or about another member of the community
- Transmission of sexually suggestive, offensive, and/or degrading material, whether received at Sidwell Friends School or elsewhere
- The open display of sexually offensive objects, pictures, and messages

Reporting Harassment and Sexual Misconduct

Any episode of adult or student harassment or sexual misconduct should be reported to the head of school, associate head of school, division head, assistant principal for student life, school counselor, student advisor, or faculty member. Students who find themselves victims of harassment should notify any faculty member with whom they feel comfortable and report the conduct. No adverse action will be taken against any persons who report violations or suspected violations or who assist or support a victim in good faith. Confidentiality in regard to the reporting person(s) will be observed as long as it does not interfere with the School's ability to investigate, take corrective action, or protect the safety of a victim.

The School expects that any student who is present, witnesses, or has knowledge that a sexual assault is occurring or has occurred will not aid or abet the sexual misconduct, will not stand by and let it occur (if they can safely stop/prevent it), and will not simply leave the scene without notifying parents, law enforcement, Sidwell Friends School employees, or another individual with authority. It is expected that a student will take reasonable steps to stop any sexual assault or misconduct from occurring to the extent the student can do so safely or prevent it from going any further by notifying an adult with authority. It is also expected that any student present, witnessing, or with knowledge of a sexual assault or misconduct will notify a Sidwell Friends School employee promptly about the incident.

Harassment of any nature may be viewed as a violation of the Sidwell Friends policy and honor code and will be addressed accordingly. Appropriate disciplinary action may be taken against any individuals involved in a harassment or sexual misconduct incident, up to and including expulsion or termination of employment.

Discretion for determining the significance of an infraction rests with the Sidwell Friends administration. The School may decide to initiate an investigation and/or take other immediate action and can do so without agreement by any of the parties involved in the incident. The School will comply with all applicable laws and will report allegations to the authorities, as required by law. The School may take any and all measures that it deems necessary to protect the complainant, parties, and Sidwell Friends community and remove any threat or potential threat from the community.

Request for Accommodation

Students who have been the victim of sexual assault or misconduct may seek accommodation from the School. The head of school, in consultation with the division head and assistant principal(s), will determine appropriate measures based on the individual request. Potential ongoing accommodations may include:

- Changing the student's academic or class schedule
- Providing academic support such as extra time for homework/assignments or extensions for test taking
- Providing counseling assistance
- Providing access to tutoring
- Allowing for time off

Disciplinary and Other Responsive Action

Students found to have committed sexual assault or misconduct are subject to disciplinary action up to and including expulsion. In circumstances that do not merit expulsion, the School may impose disciplinary actions, such as:

- Change of academic or class schedule
- Disciplinary probation
- Revocation of honors or awards
- Restricted access to Sidwell Friends School facilities or activities (including student activities and organizations)
- Issuing a "no contact" order
- Suspension (limited time or indefinite)
- Other disciplinary response or sanction as deemed appropriate by the School

In addition to any other sanction (except expulsion), Sidwell Friends may require any student determined to be responsible for a violation of this policy to receive appropriate education and/or training related to the misconduct at issue. The School may also recommend counseling or other support services for the student. A student expelled for violating this policy may be barred from future access to the campus.

Retaliation

Any retaliation or threat of retaliation and/or intimidation against an individual who has reported the alleged sexual assault or misconduct is strictly prohibited and may be subject to disciplinary action, up to and including expulsion.

"Retaliation" means engaging in conduct that may reasonably be perceived to (1) adversely affect a person's educational environment because of her or his good faith participation in the reporting, investigation, and/or resolution of a report of a violation of this policy; or (2) discourage a reasonable person from making a report or participating in an investigation under this policy. Retaliation includes but is not limited to acts or words that constitute intimidation, threat, or coercion intended to pressure a person to drop or support a complaint under this policy or to provide false or misleading information in connection with an investigation, and pressuring a person to participate or refrain from participating as a witness in an investigation under this policy. Retaliation may constitute a violation of this policy even if the underlying report made in good faith does not result in a finding of responsibility. Retaliation can be committed by any individual or group of individuals, not just the victim and accused.

Immediate Medical Care

It is particularly important to get appropriate medical care at a hospital emergency room as soon as possible when a rape or sexual assault has occurred. Students can seek medical treatment on their own or can ask the School for assistance. As part of the exam, the doctor will also collect evidence of the assault. Showering, bathing, and douching all decrease the likelihood that evidence will be collected, as does a delay from the time of the assault to the hospital visit. A hospital visit is recommended in the immediate aftermath of a rape or sexual assault because of the special services the hospital can provide a victim.

Respect, Consideration, and Support for All

Sidwell Friends is committed to treating all individuals with dignity, care, and respect. Any individual affected by sexual misconduct, whether as a victim, complainant, accused, or third party, will have equal access to support and counseling services through the School. Sidwell Friends recognizes that any individual involved in an incident of sexual assault or misconduct that falls under this policy may have questions, and the School encourages Sidwell Friends community members to seek the support of the School and community resources. Sidwell Friends will do what it can to help students and parents or guardians in making decisions, obtaining information about available resources, and assisting either party in the event that a report and/or resolution is pursued. Individuals are encouraged to use all available resources, regardless of whether the incident occurred recently or in the past.

Transgender, Gender Non-binary, and Gender Expansive Student Policy

As our School mission affirms, "Sidwell Friends is a vibrant and inclusive community guided by Quaker testimonies and the belief that there is that of God in everyone." Sidwell Friends School provides all students with a physically and emotionally safe learning environment and supports and affirms the rights of all students, regardless of race, color, national origin, immigration status, sex, sexual orientation, gender identity, disability, or religion to be educated in an environment free from fear, violence, and intimidation. Core to the School's mission is creating a learning environment in which all students can thrive and achieve their full educational potential.

Official Records

Sidwell Friends maintains a mandatory permanent student record that includes a student's legal name, gender identity, and sex. On records or documents where the School is not legally required to use a student's legal name and gender, the student's preferred name and gender are used. The School will change a student's official record to reflect a change in legal name or gender after receiving documentation that such a change has been made by court order or through amendment of state or federally issued identification. In situations where teachers or administrators are required by law to use or to report a transgender student's legal name or gender, such as with standardized tests, they will take precautions to avoid the inadvertent disclosure of such confidential information.

Names and Pronouns

Every student has the right to be addressed by a name and pronoun that affirms their identity. A court-ordered name or gender change is not required, and the student need not change their official records. Students may discuss how they would like to be addressed with a trusted adult at any time.

Access to Gender-Segregated Activities and Areas

Students have access to facilities that correspond to their gender identity. The School maintains all-gender restrooms as well as restrooms and locker rooms for male and female students and allows students to access those facilities based on their gender identity.

In any gender-segregated facility, any student who is uncomfortable using a shared facility, regardless of the reason, can request and be provided with a safe and non-stigmatizing alternative. This may include, for example, the addition of a privacy partition or curtain, use of a nearby private restroom or office, or a separate changing schedule. In addition, facilities designed for use by one person at a time are accessible to all students regardless of gender. Teachers and other staff may not require transgender or gender non-binary students to use a separate, nonintegrated space, since doing so could publicly identify a student who does not wish to be identified as transgender, and/or marginalize the student. Under no circumstances will students be required to use sex-segregated facilities that are inconsistent with their gender identity.

PE Classes and Intramural and Interscholastic Athletics

All students may participate in PE classes and intramural sports in a manner consistent with their gender identity. Furthermore, all students may participate in interscholastic athletics in a manner consistent with their gender identity and in accordance with league policy.

Other Gender-Based Activities, Rules, Policies, and Practices

All gender-based activities, rules, policies, and practices must have a clear and sound pedagogical purpose. Students may participate in any such activities or conform to any such rule, policy, or practice consistent with their gender identity. Students have the right to dress in accordance with their gender identity, within the non-gendered constraints of the Dress Code adopted by the School.

Technology at Sidwell Friends

Responsible Use Of Technology

Let your life speak—in person and online. The School's honor code states:

> *"Personal integrity and academic honesty are fundamental principles that must be upheld by all members of the Sidwell Friends community in order to create an atmosphere in which trust, scholarship, and friendship may flourish. These principles are in accord with Quaker notions of common decency and respect for the rights and feelings of others."*

In the world of technology, these ideals apply on campus and off. Behavior in the electronic world must reflect the same standards of honesty, respect, kindness, and consideration applied face to face. Specifically, the School expects all members of the community to act with the understanding that:

- Words can hurt or heal. Therefore, caution and respect should be used in all communication. Technology enables information to be easily forwarded, copied, or traced. Gossip, insults, audio recordings, or unflattering or lewd photos and videos will last forever on the internet. Some activities do not belong in a school setting, including viewing, downloading, or transmitting pornography or materials containing obscenities.
- The School prohibits students from creating, requesting, sending, or possessing any written message, image, or video that contains explicit representations or references to sexual conduct, sexual excitement, or nudity. District of Columbia and Maryland law prohibit anyone (regardless of age) from disseminating obscene or pornographic images of minors, and the School may contact law enforcement should any student violate this policy.
- Lying, cheating, and stealing are wrong. Plagiarism, whether from print or electronic sources, is cheating. Be aware that some activities on the internet are illegal. They include but are not limited to making threats, harassing others, committing fraud, stealing, vandalizing, and violating copyright or trademark rights of others (including improper copying of licensed software).
- The Sidwell Friends network, which provides a wide range of computing resources, including software, hardware, email, and internet access, is the property of the School. Privacy and security of files and electronic communication are not guaranteed and should not be assumed. The primary purpose of the School network is to support students and teachers in the process of teaching and learning. The School's administration and designated staff reserve the right to access a person's mailbox and files stored on or processed through the Sidwell Friends network in order to help maintain the system's functionality, for compliance with legal requirements, and for the well-being of the School.
- All share in the responsibility of keeping the School's network functional and secure. This includes making backup copies of important files.

The following are prohibited:

- Attempts to access another person's account (including email) or private files, or to misrepresent oneself as another person in electronic communications
- Inappropriate unsolicited mass email messages such as chain letters, jokes, or spam
- Attempts to breach system security or disrupt the normal operation of the network
- Installation of unlicensed or inappropriate software
- Playing unapproved computer games or accessing inappropriate websites while on campus or when using a school-owned device

Students must be judicious about which software they install and be aware of the overall effects on the functionality of the network and their computers. Any violations of the Responsible Use of Technology Policy should be reported to a counselor or principal.

After the manner of Friends and in furtherance of open discussion in and out of the classroom, there will be no recording of classes without the permission of the classroom teacher. In general, recording activities and conversations through audio, video, or photos without the permission of the person(s) being recorded is counter to the relationships of integrity and trust that this community seeks to nurture. Violations of these principles and policies may result in disciplinary actions (including suspension or expulsion) and possible legal action.

Artificial Intelligence

Sidwell Friends School is committed to taking a thoughtful and balanced approach to the responsible integration of technology, particularly as we navigate the ethical complexities and tensions inherent in the rapidly evolving landscape of artificial intelligence (AI). As a dynamic educational community, Sidwell Friends acknowledges the role AI can play in learning, and recognizes our responsibility to provide guidance that centers and protects human agency and respects our common humanity. The School seeks to instill in our students the joys of exploration and discovery, while building their capacity to critically evaluate outcomes that can be biased and inaccurate. Together, we are guided by the Quaker tradition of "continuing revelation," which reinforces

our goal of preserving and promoting critical thinking, problem-solving, and decision-making. The School remains dedicated to preparing students for a future that is increasingly reliant on technology, equipping them with the necessary skills to discern truth amid rapid change.

Artificial Intelligence and the Academic Program

The School's policy on AI use in the classroom is as follows:

> *"In accordance with our values of personal integrity and academic honesty, students must not receive unauthorized collaboration or assistance from individuals or technology. Students are expected to complete and submit their own academic work to create an atmosphere in which trust, scholarship, and friendship may flourish."*

Use of AI tools must be explicitly approved by the classroom teacher for each specific course and assignment. These tools must be used purposefully and ethically. They should never be used for cheating, plagiarism, harassment, or bullying. Any misuse of AI tools will result in disciplinary actions.

Artificial Intelligence and Privacy

Students must never submit any information that constitutes Personally Identifiable Information about the School, its students, staff, or any other individual. This includes, but is not limited to names, photos, email addresses, physical addresses, phone numbers, student IDs, and Social Security numbers.

Publicly available AI tools that generate text, images, videos, and sound are becoming increasingly popular and accessible. These tools are also being integrated into many applications used in the classroom. As with our educational technology tools, it is essential that all AI tools be used in accordance with existing privacy regulations, such as the Children's Online Privacy Protection Rule and the Family Educational Rights Privacy Action, as well as any age restrictions imposed by vendors.

Students' Use of Social Media

The School understands the desire of students to use social-networking websites, internet bulletin boards, blogs, chat rooms, and other online resources or websites (e.g., TikTok, Reddit, Snapchat, Facebook, X, Instagram, Pinterest, Shutterfly, etc.—collectively referred to as "social media"). Whether or not a student chooses to use social media is a decision the student should make in consultation with the student's parents. However, to the extent that students, parents, or members of the Sidwell Friends community represent the School to each other and to the wider community, participation in such social media should be done responsibly and with a mind toward how both the forum where one chooses to participate and the content posted reflect on that person individually and as a member of the School. Moreover, issues concerning respect for the privacy of students, copyrights, trademarks, and confidentiality of sensitive information are all important to understand before participating in social media. With the foregoing in mind, the School encourages students and parents to create an atmosphere of trust and individual accountability when accessing social media and the School's network. Students are expected to comply with the policies outlined in the School's Responsible Use of Technology Policy regardless of whether they are using school-provided equipment or their own personal devices.

Sexting and Sexually Explicit Material

The School prohibits students from creating, requesting, sending, or possessing any written message, image, or video that contains explicit representations or references to sexual conduct, sexual excitement, or nudity. District of Columbia and Maryland law prohibit anyone (regardless of age) from disseminating obscene or pornographic images of minors, and the School may contact law enforcement should any student violate this policy.

Distance-Learning Policy

If circumstances warrant, Sidwell Friends may at times use online- and remote-learning programs as part of its curriculum and program, and in certain circumstances may utilize distance learning as its primary mode of educational delivery. The purpose of the Distance-Learning Policy is to help ensure a safe, secure, and supportive online and remote-learning environment when required for students, employees, and all members of the Sidwell Friends community, consistent with the School's standards, mission, policies, and protocols. The School strives to create such an environment while also making it as effective and user-friendly as possible. At all times, however, the School's online and remote-learning environment is subject to the requirements and limitations of the School's online and remote learning technology.

This Distance-Learning Policy is intended to work in concert with Sidwell Friends' other rules and policies, including those set forth in this handbook. Students and parents are therefore expected to continue to comply with all School policies and standards of academic and social behavior as stated in the handbook and elsewhere, including, but not limited to, the School's Responsible Use of Technology, Social Media, Harassment and Sexual Assault, Student Behavior and Discipline, and Academic and Behavioral policies. The Distance-Learning Policy sets forth additional, modified, and/or clarified expectations for the School's online- and remote- learning environment.

- **Dress Code:** When visible in the online- and remote-learning environment, and in any related interactions, students are expected to be appropriately dressed, which requires that students adhere to the Dress Code Policy as stated in the handbook.

- **Cyberbullying and Online Conduct:** When participating in the online- and remote-learning environment, and in any related interactions, it is of the utmost importance that students maintain and model the highest standards of conduct, respect, and integrity, including by refraining from any activity that might constitute or contribute to cyberbullying or other prohibited interpersonal conduct.
- **One-on-One Interactions:** Sidwell Friends faculty, coaches, advisors, counselors, and administrators will provide virtual one-on-one meetings with students as appropriate.
- **Recording:** Online- and remote-learning sessions and communications should not be considered confidential and may be recorded by faculty to be accessible on a short-term basis by students who missed an online synchronous class session due to illness or other excused absence. Recordings will not be distributed outside of class participants and Sidwell Friends faculty and administrators, and will be used solely for educational purposes. Students are prohibited from (a) recording any part of any online- and remote-learning program recording device, including AI assistants; and (b) sharing, broadcasting, and/or making public any materials created or recorded by the School, its employees, or anyone else in relation to the School's online- and remote-learning programs.
- **Risk Management:** All members of the Sidwell Friends community are responsible for maintaining a safe online- and remote-learning environment. In that spirit, while the School will strive to support and ensure students' safety in the online- and remote-learning environment, students and their families are also expected to employ appropriate safeguards and manage risks appropriately.

Student Devices

The School provides age-appropriate computing devices (tablets or laptops) to all students. Each division decides whether students use these devices only at Sidwell Friends or also at home, and this decision may change as necessary to accommodate periods of online learning or individual student needs. Students are required to use the school-provided device for all of their academic work, and may not use personal tablets or laptops on the School's network. Students who are in violation of the School's Personal Device Policy may face disciplinary action and their devices may be banned from the Sidwell Friends network. Students who are allowed to take their devices home are expected to bring them to school every day with a fully charged battery. The School provides protective cases for student devices. Students may not remove the device from the protective case for any reason.

The Sidwell Friends Information Technology (IT) team will facilitate any necessary repairs to student devices. Parents or students should notify their divisional IT specialist immediately upon noticing that a device is damaged or malfunctioning. If a student is traveling and unable to bring their device to campus for repair, they may take it to any Apple Store worldwide for service. The warranty is tied to the device's serial number. The School requests that the Sidwell IT team be notified of the issue so they can provide any necessary assistance. Parents are responsible for any repair charges incurred by the School due to accidental damage to the device. The determination of accidental damage vs. warranty coverage is at the sole discretion of the School's service provider. Typical accidental damage charges are between $49 and $299 per incident. If a device or accessory is lost, stolen, or damaged beyond repair, parents may be liable to the School for the full replacement cost of the device.

The School may use management and monitoring software on student devices. This software is used to maintain up-to-date information about the School's technology assets, deploy software to student devices, implement any necessary restrictions on device functionality, and help troubleshoot technical or security issues that may arise. It is also used to further the education program by allowing teachers to view the screen on a student's device, lock the device, or otherwise block a student's access to certain websites or applications, or to communicate with the student. The management and monitoring software is available to the School at all times regardless of where the student is using their device (e.g., on the Sidwell Friends campus or at home during online learning). However, the use of monitoring functionality, such as screen viewing, is restricted to days and times when school is in session. Parents should not assume that the School is monitoring the use of school-owned devices or the internet while students are at home. Students who attempt to disable, modify, uninstall, or otherwise disrupt the functionality of the management and monitoring software will be subject to disciplinary action.

Online Tools

The School uses a variety of online tools and applications in its education program. In order for students to use these services, the School often needs to provide certain identifying information, such as a student's name and school email address, to the operator of the service. Under a federal law, the Children's Online Privacy Protection Act, online service providers must provide parental notification and obtain parental consent before collecting information from children under the age of 13. The law also permits schools to consent to the collection of personal information on behalf of its students. By enrolling your student(s)

at Sidwell Friends and acknowledging receipt of this handbook, you consent to the School providing student personal information necessary to establish student accounts on online services and applications that the School uses to deliver its educational program.

Student Electronic Data Retention Policy

Sidwell Friends suspends access to electronic data that students have produced during their tenure at the School when a student graduates or chooses not to re-enroll for the next academic year. Before losing access to this data, students are given age-appropriate guidance on how to save or otherwise archive their data. This policy defines the timeline for suspending access to student data and deleting that data.

The Electronic Data Retention Policy applies but is not limited to the following types of data:

- Student email
- Student work saved on Google Workspace applications (Drive, Docs, Sheets, Forms, Sites, YouTube, etc.)
- Student work saved on Microsoft OneDrive
- Backups of school-owned computers
- Any personal network-based or cloud-based storage provided by Sidwell Friends (local file shares, Adobe Creative Cloud, iCloud, etc.)

This policy does not apply to student records (grades, transcripts, attendance, behavior comments, etc.), which are covered by other retention policies. It also excludes student data on the school learning management system.

Students who are graduating or not re-enrolling for the next academic year will lose access to their data on the Friday preceding the first day of the next academic year. All student electronic data will be deleted 30 days after a student loses access to their data, unless the data is subject to a hold instruction from the School's legal counsel.

Parent/Guardian Responsibilities

When parents or guardians enroll a student at Sidwell Friends, they agree to support the School's values, standards, and rules and, in their interactions with other members of the Sidwell Friends community, whether in the real world or the virtual world, to treat one another in the manner of Friends, with kindness, civility, and mutual respect.

- Parents/guardians are expected to work productively with teachers and administrators by staying informed about their child and important events in the life of the School. Sidwell Friends views the organization of meetings not condoned by the Parents Association or the School as counterproductive and inappropriate.
- When an issue arises that affects a student at Sidwell Friends, parents/guardians are encouraged to contact teachers and administrators directly to discuss educational and/or behavioral concerns.
- Families should support a climate of trust and respect by communicating concerns openly and constructively to the teacher or administrator closest to the problem.
- A spirit of good sportsmanship and courteous deportment is expected of all parent/guardian spectators at school events.
- Conversations must be held in a kind and respectful manner. The use of profane language is unacceptable. Violation of these expectations will result in warnings, the banning of violators from particular events and/or campus, and in severe and/or persistent cases, the removal of the violator's child(ren) from the School.
- All members of the community have an obligation to report concerns about school safety and/or threats of violence to the head of school or another member of the Administrative Team.
- While the School applauds the involvement of parents/guardians in guiding children through the rigors of school, it is important to recognize the line that separates guiding a child in completing homework from doing the work for a child. Students may not submit as their own work assignments that have been overly influenced or edited by parents/guardians or tutors.
- Parents/guardians are expected to abide by the academic calendar for their child's attendance at school and for scheduled parent-teacher meetings.
- Parents/guardians agree to allow students to take part in school programs that include short walking trips to nearby destinations.
- Parents/guardians should not come to campus or volunteer should they have a fever or any other communicable infection or disease.

The School reserves the right, in its sole discretion, to request withdrawal or suspension of a student or deny enrollment or re-enrollment of a student if (1) a parent, guardian, or other individual closely associated with a student fails to cooperate with the School or disregards or is unable to abide by the rules and regulations of the School; or (2) the School concludes that actions or inactions of a parent or guardian are incompatible with a positive and constructive relationship or interfere with accomplishment of the School's mission.

Independent Off-Campus Housing Policy

Students at Sidwell Friends, regardless of age, are prohibited from maintaining permanent or temporary residency independent from their parents or legal guardians. Under no circumstances will Sidwell Friends students be permitted

to lease, rent, use, or occupy any type of independent off-campus living accommodations for any period of time during the academic year. "Independent off-campus living accommodations" means a house, apartment, hotel room, townhome, or condominium that does not have a parent or guardian present while the student is using the house, apartment, hotel room, townhome, or condominium. Students must either live with their parents or their legal guardian in their legal residence in the DC area or live with a host family with the consent of Sidwell Friends. The legal residence must be where the parent or guardian resides on a full-time basis.

Students whose parents are not their legal guardian are required to meet the following criteria as a condition of using the legal residence:

- A notarized copy of guardianship papers must be on file at Sidwell Friends School.
- The legal guardian must meet with the head of school or designee.
- All mail will be sent to the legal guardian's address.
- The legal guardian will be held responsible for the student at all times.
- A signed statement of acceptance of responsibility must be on file at the School.
- The student's parents must confirm and represent to Sidwell Friends that the guardian of the child will be present at the legal residence in the Washington, DC, area at all times that the student is using the legal residence.

A student is subject to expulsion if the student, parents, or legal guardian does not adhere to this policy.

Early Departures, Extended Vacations, and Unexcused Absences

It is Sidwell Friends School policy not to excuse students for early vacation departures or extensions or other absences from school that are not a consequence of family or medical emergencies. Parents and guardians should understand that teachers will not honor requests for special accommodations or arrangements in the event of such absences.

Financial Responsibility

Students with unpaid balances may not be permitted to take exams. Similarly, the School may not issue report cards, transcripts, diplomas, or other school records to students with unpaid balances.For a student to participate in Commencement exercises at graduation, all balances must be paid in full.

Responsible Use of Technology

By signing the enrollment contract and handbook acknowledgement, you have acknowledged that you understand and accept the technology policies described elsewhere in this handbook. Education is a cooperative undertaking and the joint responsibility of home and school. Parents and guardians agree and accept the responsibility to maintain academic standards, to act cooperatively within the Sidwell Friends community, and to abide by all of the rules and regulations now in effect or hereafter promulgated. Parents and guardians are responsible for monitoring internet and computer use when students are not on campus. Parents and guardians work in partnership with the teachers and staff to help educate students to be appropriate, responsible, and safe while using technology.

Volunteering

Parents and guardians are encouraged to participate appropriately in the life of the School as volunteers. Many volunteer opportunities are coordinated through the Parents Association while others are coordinated through the School Advancement Office and the Office of Enrollment Management. Volunteer opportunities are regularly published in the Sidwell Friends newsletter and listed on this volunteer form. Parents may also email parents@sidwell.edu to express interest in helping in a particular area or with a particular group. Broad participation enhances school life, makes one feel more at home in the Sidwell Friends environment, and fosters a strong sense of community. Parent and guardian input is genuinely needed and appreciated.

When parents/guardians volunteer to chaperone events on or off campus, they must not use their electronic devices in a way that detracts from their responsibility. Occasionally, parents are asked to volunteer to participate in student trips. When chaperones are responsible for students who are not under the supervision of a faculty or staff member, they will be required to undergo the same security measures as new employees, including fingerprinting by the School's Security Office on the DC campus. Requests should be made at least two weeks in advance. Questions about the background check can be addressed to the appropriate division principal or athletic director.

Parents Association

The Parents Association (PA) is an active and vital partner to the School. All parents and guardians of current Sidwell Friends students are members of the PA and are encouraged to actively participate.The PA is funded through tuition and most PA-sponsored events do not involve an additional fee. More information is on the Parents Association page on the Parent Portal. The School's director of parent relations serves as a liaison for PA volunteers for logistics, budget, communications, and other concerns related to community life.

Purpose

The PA works to promote understanding and connections between families, as well assupport communication between families and the School. It does this by organizing activities for families, adults, and students and by supporting formal and informal channels for school-family communications. The PA operates in accordance with Sidwell Friends community norms and in the manner of Friends, seeking to hear, understand, and respect all voices and perspectives in the community.

Structure

The PA relies on a leadership team of clerks who provide guidance to volunteers and clerk PA meetings, including including the all-School Steering Committee, divisional steering committees, interest committees, and affinity groups. Clerk responsibilities are often shared with a partner, a co-clerk, or a vice-clerk. In accordance with Friends decision-making processes, some decisions are made by the leadership, but when a committee or larger group is involved, the clerk will seek the sense of the meeting in determining how to move forward. Participants in these discussions are asked to speak their views and release them to the meeting and to open themselves to understanding others' perspectives. Grade representatives and Lower School room parents focus on grade-wide and classroom connections and communication, while interest committees and affinity groups focus on making connections across grades, around shared interests and values, and in support of students.

Activities and Finances

PA activities are intended to be accessible and inclusive. Budgets are based on expectations around simplicity, financial and environmental stewardship, and an expectation that attendees should be able to contribute equally. The Quaker tradition of potluck suppers is an example of events in which each family contributes equally. PA volunteers are not expected to personally cover costs for activities sponsored by the PA. Reimbursements for PA expenses are processed through the appropriate division, committee or all-School clerk, PA treasurer, or business office.

Volunteering

The PA depends on volunteers. Parents/guardians wishing to volunteer with the PA are encouraged to respond to requests for volunteers that come from room parents, grade reps, and other PA leaders. A **PA volunteer interest form** is on the Parents Association page within the Parent Portal . New ideas and suggestions are welcome and may be shared with the PA leadership at **sfspaclerks@gmail.com**. Positions on the **PA volunteer roster** are filled by the Nominating Committee in winter/spring for the following year; the call for nominations is shared via Quaker Notes. The Nominating Committee seeks to blend experienced volunteers with new volunteers to assemble a team that mirrors the diversity of the School's families. PA volunteer leaders have no advantage when it comes to the admissions process; parents and guardians who anticipate applying for admission for a child during the year in which they would be a division vice-clerk or clerk are asked to wait or volunteer in a different role. These same standards apply to key volunteer positions working with the Office of School Advancement and with the Office of Enrollment Management.

Grandparents and special friends play important roles in the School community. Parents/guardians may provide contact information for grandparents and special friends as part of their household information so they may be included in invitations for all-community events as well as specific grandparents activities. More information on grandparents and special friends programs can be found on the website at **sidwell.edu/grandparents**.

Transportation and Travel

Cell phone use while driving is prohibited on campus. Even hands-free devices are not acceptable. Please embrace and model responsible driving.

Both campuses are idle-free zones. Please help support the environment and the healthy lung development of students and turn off your vehicle while waiting at any time.

Important information about dropoff and pickup policies and practices for each division are contained in each division's section of this handbook.

Alternative Transportation

Sidwell Friends provides a monthly subsidy to Maryland and Virginia students who commute on the Metro at least 50 percent of the time while school is in session. Please contact your division administrators for detailed information about this program. The DC government

provides subsidies to DC residents; see their website for more information.

A shuttle bus for students runs between the Bethesda and the DC campuses and requires advanced registration and payment, which can be done through the Parent Portal. Updated information will be provided by Auxiliary Programs. Parents should be aware that many ride-share companies have policies that prohibit transporting unaccompanied minors. The School prohibits the use of these services by students and will not take responsibility for use of car services by students.

Local Field Trips

Students in all divisions may participate in off-campus field trips, which are an integral part of their education. Parents must sign the appropriate permission forms for each trip. School policy is that parent and student drivers are not used to transport students on field trips in any division. If the School determines an exception is needed, the appropriate permission forms will be sent to parents.

For travel in a parent's car, permission must include a signed acknowledgment that the car and the driver are insured as specified below. In the event of an auto accident, insurance coverage and reporting are the responsibility of the vehicle's owner.

For travel in a student's car, permission must include a signed acknowledgment that the car and driver are insured as specified below and a signed acknowledgment noting that the School is not liable for damages arising from the operation of the private vehicle and that the School's insurance does not cover damages related to incidents in the operation of the private vehicle. A parent or guardian must provide prior written permission to the School before a student may drive to an event. Students who will be passengers in private vehicles must provide personal permission slips completed by their parents/guardians in advance of the activity.

Parent and Student Driver Insurance and Liability

Parents and employees are not covered by the School's insurance when transporting students between the School or events off campus and their homes.

Parent Drivers

Parents transporting students in their personal vehicles (whether at the School's request or a parent's personal initiative) must have comprehensive liability coverage.

The driver of any private vehicle used to transport students to/from school business or an event must have an unrestricted, current driver's license in good standing and must have liability insurance for bodily injury and damage, uninsured motorist coverage, comprehensive coverage, and collision insurance. Parents/guardians who transport students in their private vehicles will not be covered by the School's insurance.

Student Drivers

As a matter of safety, the School expects that all student drivers will adhere to all applicable traffic and motor vehicle laws. Students transporting other students in their own personal vehicles to/from events or between the School or events and their residences are not covered by the School's insurance.

The School reserves the right to refuse to permit students to drive to events or to be passengers in private vehicles to/from events even if a parent/guardian has authorized the student to drive or to be a passenger in a private car. The School also reserves the right to confirm any of the representations made to it, requesting either a copy of the relevant insurance or a copy of the driver's license. In particular, the School may examine a student's driver's license before permitting the student to drive to/from events.

Student Arrival and Departure Policy on Overnight and Long-Distance Trips

Students participating in overnight and long-distance school-sponsored trips are expected to travel together as a group to the initial destination and to travel as a group from the final place of departure in the presence of the official school chaperone(s).

While it is not encouraged, the School recognizes that there are occasions when a family may need to alter the arrival or return plan for a student participating in a school-sponsored trip. In such instances, the parent/guardian must complete the Alternative Travel Request form to request permission from their child's principal to deliver a child, in person, to the school chaperone at the initial destination or pick a child up, in person, from the school chaperone at the final place of departure. Completion of the form does not necessarily mean the School will grant permission. Using the Alternative Travel Request form, the parent or guardian may also grant permission for a responsible adult to personally deliver a child to the school chaperone at the initial trip destination or to personally pick a child up from the school chaperone at the final place of departure. Students may not arrive late or depart early once a trip is in progress. In cases of extreme hardship, parents of Upper School students may request that their child arrive at or depart from a school-sponsored trip on their own in an unsupervised manner. In such instances, parents must complete the Unsupervised Travel Release and Agreement to Indemnify and Hold Harmless form.

The principal/athletic director must approve the request and sign this form before the family makes any alternate travel arrangements. The form must be received no later than one month prior to the start of the trip. Upon receiving approval, parents are responsible for obtaining all remaining signatures.

Arrangements for student arrival or departure must be made so that the student does not miss any of the scheduled activities of the trip. Families are solely responsible for making alternative travel arrangements once approved.

All costs associated with a change of itinerary will be assumed by the family requesting the change, including any airline change fees and/or the forfeiture of the purchase price of nonexchangeable tickets.

Facilities Access and Use

The School's facilities are generally to be used only for school programs and approved programs under the auspices of the School (such as the PA, Friends Alumni Network, etc.). All persons using school facilities are expected to behave in accordance with the guidelines for respect, integrity, and dress stated in this handbook. The School reserves the right at its sole discretion to close its campuses and bar access to school facilities if safety concerns warrant campus closure.

Rental agreements for facilities are arranged through Auxiliary Programs. More information about renting spaces can be found online. Interested persons may also email the Rentals Office directly at **rentals@sidwell.edu**.

The following rules govern use of school facilities. These rules will benefit everyone in terms of health, safety, and care of the facilities.

- Pets, other than service animals, are not allowed on either campus or at school functions at any time.
- Smoking and/or vaping is not allowed on either campus or at school functions.
- All food, drinks, and trash must be placed appropriately in trash or recycling receptacles.
- Gum is prohibited on campus.
- Shoes and shirts must be worn at all times.
- Classrooms and other spaces must be left in the arrangement they were in before the event, with furniture and accessories back in place.
- No chairs or metal cleats are allowed on the turf fields.
- Players shooting at goals and players in goals must wear proper safety equipment.
- No personal coaches (paid or unpaid) may use school facilities to work with current Sidwell Friends students or other members of the community.
- Maintenance work and classes must be given priority and respected at all times.
- Rental users may not serve alcohol at their events.

Athletic Facilities

The School allows rental of gymnasiums and the turf fields only after normally scheduled school programs/events. Grass fields on either campus are not rented or available for use except for regular school programs.

The turf fields may be used outside of regular school hours on a casual and spontaneous basis by members of the Sidwell Friends community if they are not already in use by a team or renters. Members of the Sidwell Friends community stopping by in this fashion must check in with the Security Office prior to using the field; students in Middle and Upper School should be prepared to show their Sidwell Friends IDs. Casual users are expected to follow the rules posted for use of these fields and should not seek to squeeze into an open area if a team is practicing or a rental group has paid for the use of the entire space.

Sidwell Friends families interested in using the tennis courts when not in use by school teams may join the Tennis Club for a nominal fee, which allows them to reserve the courts on weekends. Auxiliary Programs can provide additional information. Private lessons with outside instructors are permitted only if the court is appropriately reserved through Auxiliary Programs. Current Sidwell Friends tennis coaches are not allowed to offer current Sidwell Friends students lessons during the course of the academic year (lessons after the academic year are permissible). Please check in with Campus Security before accessing the court.

The Lower School field and playgrounds are open to students during regular school hours and for scheduled school- or parent-sponsored events.

The School assumes that two students playing catch is spontaneous and casual. A group of six students playing together on a regular basis begins to look less spontaneous and casual. A recreational team of players using space because they want extra practice does not meet the definition of spontaneous and casual. Using these fields for lessons with private coaches is not consistent with the desire to support spontaneous and casual use.

Kogod Center for the Arts

Priority for use of all spaces in the Kogod Center for the Arts is given to student productions. Rental arrangements are made through the Auxiliary Programs Office.

Robert L. Smith Meeting Room

Rental arrangements are made through the Auxiliary Programs Office.

Re-Enrollment and Withdrawal

Re-Enrollment

When a student is admitted to Sidwell Friends, regardless of division or grade level, it is the School's expectation that the student will succeed and move forward to the subsequent grade. In early February, the School electronically provides re-enrollment information to parents/guardians. At this time, after a faculty review of a student's academic performance, attitude, and behavior, the School may decide that it cannot offer the student a place in the School for the following year. School administrators inform the family of such a decision. If administrators decide to postpone making a decision about offering the student a place for the following year, the parents/guardians of the student will be asked to meet with the principal and other appropriate members of the staff to clarify the problems and explore the means by which the student's performance can improve. The administration will make final decisions about withheld re-enrollments at the end of the academic year.

Re-enrollment contracts will be issued only when accounts with the School are paid in full. A re-enrollment contract is automatically prepared for all students in good standing. The contract is available through the Parent Portal and must be completed online. It should be electronically signed by all custodial parent(s) and/or guardians and any other adult who will assume financial responsibility as well as students who are 18 years of age or older and submitted no later than three weeks after contracts go out, accompanied by a nonrefundable re-enrollment fee. This contract holds the student's place for the next academic year until the first semester tuition is due. It is important that this form be executed properly and promptly. Once the re-enrollment contract has been signed, the signer remains obligated to pay the coming year's full tuition unless the student is withdrawn in writing before June 1. Notices of withdrawal should be sent to the assistant head for enrollment management. Families may also click the "decline re-enrollment" button within the electronic contract. Requests for extensions to re-enrollment deadlines should be addressed to the assistant head for enrollment management. If the contract and deposit are not received by the due date, the student's slot will be considered available for other applicants.

Withdrawal

If a family is aware that they will be moving out of the area or for any reason will not be re-enrolling for the next academic year, it is helpful for the Office of Admissions and Financial Aid to have this notification as early as possible. Please email the assistant head for enrollment management. Withdrawal or dismissal at any time during the academic year for any reason does not release the signer from financial obligation. As mentioned above in the re-enrollment section, the signer of the re-enrollment contract is liable for the full year's tuition unless the student is withdrawn in writing prior to June 1.

The School has contracted with a third-party tuition refund plan. Families who withdraw their child after the school year has commenced may be eligible for a partial tuition refund through this plan. Once notified of the departure, the Business Office will begin the claim paperwork and forward the documentation to the family for their signature or, depending on the reason for the departure, for them to work with their doctor or employer to complete the needed documentation. That said, the School also reserves the right to file claims on behalf of our families if needed. Families should work directly with the Business Office for any tuition refund claims.

Leave of Absence

The School's Leave-of-Absence Policy acknowledges that time away from campus can be important and may be necessary for a number of reasons. For example, a leave of absence may be requested for families or students who are leaving the Washington, DC, area and expect to be gone from Sidwell Friends for a period of one full academic year or one semester. Leaves in the first semester are not allowed in the Upper School and are highly discouraged in the Lower and Middle School divisions. The School may also recommend or grant a request for a voluntary leave of absence for other compelling reasons. The School requires sufficient supporting documentation prior to the approval of any leave. The sufficiency of any supporting documentation will be determined by the School in its sole discretion. A leave for medical reasons will be handled in accordance with the School's Medical Leave Policy in this handbook.

In all cases, the division head, school counselor, and/or other appropriate school administrator in cooperation with the assistant head for enrollment management and anyone else designated by the head of school will make the final

determination as to whether to grant a leave of absence, as well as the duration of the leave and the conditions necessary for a student's return (including, but not limited to, whether the student must reapply for admission). Please note that spaces are not automatically held for students on leave for reasons other than participation in School Year Abroad or other approved in-person semester-away programs. Whether the period of leave is counted toward academic requirements for promotion and graduation will be determined by the School in its sole discretion.

Leaves of absence will be noted in the student's educational record, including on the student's transcript. A leave of absence will not be used in lieu of disciplinary action to address violations of the School's code of conduct, rules, or policies. Additionally, a student granted a leave of absence while on academic and/or disciplinary status will return on that same status.

Families remain financially responsible for tuition and other fees while the student is on a leave of absence, unless otherwise agreed to by the School.

Requesting a Leave of Absence

So that the School is able to maintain accurate records about a student's enrollment and a family's financial responsibilities, please follow the process below for requesting a full-year leave of absence:

1. Complete the Leave of Absence request form on the Parent Portal.
2. Send to your division's principal and to the associate head of school for enrollment management.
3. Request a meeting with the principal and/or other appropriate administrator to discuss the requirements for the student's return to the School.
4. Once the leave is fully approved, you will be billed for the appropriate amount and the student's record will be updated, as appropriate, with the Business Office, Registrar, and the Enrollment Office.

Administrative Fee

If your family is requesting a full year of leave and plans to return in a non-entry academic year, families will be asked to pay the tuition for the year of school to be missed in order to reserve the spot.

Separation from School

The School reserves the unconditional right to suspend, expel, or decline readmission to any student at any time. Reasons could include any breach of the School's rules and regulations now in effect or hereafter promulgated, including academic, behavioral, or attitudinal reasons on or off campus, or if the parents' relationship with the School becomes uncooperative, or if there is an unresolved financial issue.

Disclosure to Next Schools Policy

The School works closely with students and families to support the honest reporting of disciplinary matters to the students' next schools. When a student applies to a new school, it is the obligation of the student and the student's parents to notify that school about whether the student has ever been suspended or dismissed from, or experienced any significant change in status at, Sidwell Friends. If a student's disciplinary status changes after applying to or being accepted to a new school, Sidwell Friends similarly expects the student and student's family to notify that school of the student's disciplinary status. Sidwell Friends may, in its sole discretion, also communicate with any secondary or next school, or any other educational institution, regarding the student's disciplinary record.

Students Turning 18 Years of Age

Some students enrolled at the School will reach the age of 18 before graduation. In the United States, age 18 is the age of majority, which means that, legally, an 18-year-old student is able to enter into contractual obligations on their own behalf (and is required to abide by those obligations). Therefore, the School requires all students, upon their 18th birthday, to review the Enrollment Contract that their parent(s) and/or legal guardian(s) signed on the student's behalf and execute an addendum to that Enrollment Contract, which provides as follows:

Permission for the School to discuss and release information and records to the student's parent(s) and/or legal guardian(s) about any issues relating to the student's enrollment at the School, including, but not limited to, academic records, academic performance, health matters, disciplinary issues, and financial matters.

Authorization for the School to interact with the student's parent(s) and/or legal guardian(s) as if the student were under the age of 18.

The student's parent(s) and/or guardian(s) will also continue to be responsible under the terms of the student's Enrollment Contract, including being solely responsible for the payment of all tuition and fees related to the student's enrollment at the School.

Philanthropy for Sidwell Friends

Quakers are known to have had a heart for philanthropy that supports children's education—including the building and financial backing of schools and an emphasis on providing education for those in financial need—as far back as the 1700s. Sidwell Friends depends on the generosity of the community to sustain and advance the mission of the School. There are many ways that alumni, parents, grandparents, parents of alumni, faculty, staff, and friends can take an active role in fostering the School's mission and ensuring the best possible educational environment for students and faculty.

The Sidwell Friends Advancement Office supports the mission of the School by engaging parents, alumni, parents of alumni, grandparents, and friends in a variety of ways. Staff members work with volunteers to solicit financial gifts; plan community events, including Homecoming, Grandparents and Special Friends Day, Parents Day of Giving, Founders Day for Scholars, and Reunion; and engage alumni to remain connected with the School and support their interactions with students.

The Sidwell Friends Fund provides essential revenue for the operating budget. A robust annual fund enables Sidwell Friends to deliver a Quaker education at the highest levels of integrity—providing immediate and necessary funding for the experiences the community values, including student financial aid, faculty and staff professional development, and student experiences. Parent and alumni volunteers are essential to its success. Everyone in the community has a gift to share and friendships to grow. To learn more or volunteer, visit **sidwell.edu/support-us/sidwell-friends-fund**.

Major gifts and planned giving provide capital and endowment support to Sidwell Friends through outright gifts, bequests, annuities, and other planned giving vehicles. It is in the best interest of the School and its donors to ensure that philanthropy is directed to the School's highest-priority needs. The School does not share its databases and mailing lists with others in the community seeking to advance the goals of other causes. Advance planning, full disclosure, and appropriate authorization are expected in all fundraising by any group associated with Sidwell Friends. For these purposes, the term "fundraising" shall encompass all mail, online, telephone, in-person, and other solicitations for charitable gifts.

Fundraising Guidelines

Students, parents, alumni, and other members of the community engaged in raising funds at Sidwell Friends are asked to comply with the following guidelines:

- Drives to raise up to $2,500 must be approved by the appropriate principal/athletic director, with consultation available from the assistant head of school for advancement, one week before seeking support commences. Examples are bake sales, book fairs, and concessions.
- Drives to raise between $2,500 and $10,000 must be approved by the assistant head of school for advancement and the Administrative Team one month prior to seeking support. Examples are support for team trips, yearbook ads, and special projects.
- Drives to raise more than $10,000 must be approved by the assistant head of school for advancement, the Administrative Team, and the Board of Trustees three months prior to seeking support.

Contributions received by School Advancement are considered charitable gifts and receipts for tax-deductibility will be provided.

Funds raised by groups outside of School Advancement are considered earned revenue, not charitable. Groups such as student clubs, sports teams, grades or divisions, Parents Association, and others outside of School Advancement seeking to raise funds for either their benefit (equipment, registration for participation in an activity or experience) or for support of an external organization (disaster relief, humanitarian aid, health-related cause, or some other mission-aligned NGO) will do so as earned revenue.

Groups predominantly raise funds through food or merchandise sales, services such as a car wash, or other type of commodity. As a good or service is being provided in exchange for the payment, it cannot be treated as charitable income nor mistakenly marketed as a fundraiser. Tangible personal property is taxable and not approved for sale by these groups. This includes items such as T-shirts, hats, socks, mugs, and other commercially sourced goods.

Raffles, 50/50s, or other gambling activities are not allowed at Sidwell Friends. Online crowd-funding efforts are discouraged. Groups outside of School Advancement will promote a "cash economy" first.

Naming Opportunities

Endowed funds, rooms, buildings, or other spaces on campus may be named in honor or in memory of an individual or individuals. To ensure consistency and integrity, all such designations must be approved by the Board of Trustees. Information about naming opportunities can be provided by the assistant head of school for advancement.

In-Kind Donations

Members of the community who wish to make donations in-kind to the School should make their donation requests directly to the School Advancement staff at **giving@sidwell.edu**.

LOWER SCHOOL

Please read the General Information section of this handbook first. The following is a description of the policies and procedures specific to the Lower School at Sidwell Friends. The Lower School comprises preK–4th grades.

Logistics

Lower School Address

5100 Edgemoor Lane Bethesda, MD 20814

All mail should be sent to:
Sidwell Friends School
3825 Wisconsin Avenue NW
Washington, DC 20016

Lower School Phone Number

202-537-6900

Hours And Daily Schedule

The school day begins at 8:35 a.m. and ends at 3 p.m. daily, except for Tuesdays, when it ends at 2 p.m.

The campus opens at 8 a.m. and closes at 6 p.m. The Lower School Office is open daily between 8 a.m. and 4 p.m.

Early Morning Risers

Early Morning Risers is a fee-based program that provides early morning childcare. It opens at 7:30 a.m. and will be based in the Quaker Library.

Morning Arrival

Morning dropoff runs between 8:15–8:35 a.m., and students are dropped off in front of Manor House.

Any student arriving after 8:35 a.m. will be marked tardy. For younger children arriving after 8:35 a.m., please park and walk your child to the Lower School Office.

For more information about before- and after-school programs, see the Student Life section.

Morning Dropoff

7:30 a.m.	Early Morning Risers program available for registered students.
8:15 a.m.	Buildings open; students may start arriving.
8:15-8:35 a.m.	All students arriving between 8:15 and 8:35 should report to classrooms.
8:35 a.m.	School begins; latecomers are marked tardy.

Dismissal

Student dismissal begins after 3 p.m. (2 p.m. on Tuesdays) for the Lower School, with preK and K walking the lines at 3 p.m., 1st and 2nd grades at 3:05, and 3rd and 4th grades at 3:10. Students are dismissed to one of the following:

- Carpool/walking pickup
- SPARC/Extended Day
- School shuttle bus to the DC campus

Shuttle Bus Riders

Children should be registered through Auxiliary Programs to ride the shuttle. Lower School children riding the morning bus from the DC campus to the Bethesda campus board at the Campus Security Office in the garage; children riding the afternoon bus from the Bethesda campus to the DC campus board in front of the Manor House. Children are expected to be respectful and courteous to the driver, as well as to fellow passengers. Students riding the bus should remain seated throughout the ride and may talk quietly with those sitting near them. Students may not eat or use technology on the bus. Consequences for students who violate bus rules are:

- The child will meet with the Lower School's counselor or principal.
- If inappropriate behavior continues, the School will contact the family.
- A child who repeatedly misbehaves may be denied bus transportation for a specific period of time to be determined by the principal, including the possibility of complete denial of bus transportation.

Bethesda Campus Traffic and Safety

The School seeks to be a good neighbor to its friends in the Edgemoor community, and one area to be particularly mindful of is parking and traffic. Please be thoughtful and respectful of the neighbors. In addition, all drivers must obey all traffic and parking signs that are posted in the Lower School and in the neighborhood.

- The speed limit in the neighborhood is 25 mph.
- The speed limit on campus is 10 mph.
- No cell phones are allowed during dropoff or pickup.
- There is limited public parking in the Edgemoor neighborhood. Please obey all parking signs and do not block driveways or entrances.
- All drivers are expected to obey the directions of the Sidwell Friends security officer on duty. Please respond to their requests with kindness and courtesy.
- Pedestrians have the right-of-way at all times.
- For walkers, there is a footpath inside the fence at the edge of the Upper Field to access the Manor House. Do not cross through oncoming traffic.

- All families will be supplied with a carpool tag on the first day of School that identifies you by last name. It must be in full view whenever you pick up your child or park on campus for events. If you need a replacement, contact the Lower School Office at 202-537-6995.

Parking on Lower School Campus

Park only in designated visitor spaces located along the driveway. Park facing the field. You may not park on the paved area directly in front of the Manor House. When large groups of parents are on campus, the Upper Field will be open for parking as directed by a security officer.

Leave your carpool tag displayed on the front dashboard of your car so that your vehicle is identifiable.

Be prepared to use legal, on-street, two-hour parking nearby as well as public parking garages on Bethesda Avenue.

You may park in the Bethesda Library parking lot if you pay the parking meter. The lot is monitored.

Carpool Line

Please heed these rules and any additional directions given by a security officer:

- Cars may begin filling the School driveway at 2:30 p.m.; after 2:45 p.m., once the driveway is full, cars may line up along Edgemoor Lane (after 1:30 p.m. on Tuesdays).
- No student pickup is allowed on Beverly Road.
- Drivers must remain in their cars at all times and display the carpool tag.
- Cars must not block driveways or intersections.
- All car engines must be off when children pass through; Sidwell Friends is an idle-free campus.

Beginning at 3 p.m., teachers walk students through the car line along the School driveway to their respective adults along Edgemoor Lane. Adults should avoid crowding the corner of Edgemoor Lane and Beverly Road to allow students to pass easily. Adults must stay in their vehicles and turn off car engines when children pass through; idling is forbidden on campus. Adults and students should be prepared to be outside in inclement weather and wear appropriate outerwear. The School only conducts indoor dismissal if there is a thunderstorm, high winds, or other dangerous weather conditions.

Late Pickup

Teachers stay with students in front of the Manor House until 3:30 (2:20 p.m. on Tuesdays) and wait for cars to arrive. Children who have not been picked up by 3:30. p.m. (Tuesdays at 2:20 p.m.) proceed to Extended Day (families will be billed). Every effort is made to contact parents of late students.

SPARC Participants

Students registered for Special Programs After Regular Classes (SPARC) are escorted by an adult to the Multipurpose Room at dismissal to check in with an Extended Day staff member. SPARC dismissal is from the sidewalk outside the Manor House and is facilitated by SPARC staff. Students participating in SPARC will only be released to an adult authorized for pick up.

Extended Day Participants

Students registered for Extended Day are escorted by an adult to the Multipurpose Room at dismissal to check in with a staff member. Students participating in SPARC or Extended Day will only be released to an adult authorized for pick up.

Inclement Weather Dismissal Plan

In the event of storms and dangerous weather on the Bethesda campus, students will be dismissed from indoors and will be picked up in front of the Manor House, when it is safe to do so.

Division Organization

The Lower School principal works closely with the assistant principal for academic affairs to manage the operations of the Lower School. Lower School faculty meet weekly on Tuesday afternoons, and the principal meets regularly with the Parents Association clerks.

Communication

Sidwell Friends believes that a strong home-School partnership is important to ensure the learning, growth, and well-being of students. Partnership is rooted in good communication, and the School expects respectful, thoughtful, and ongoing communication on both ends. All parties should communicate concerns openly, constructively, and directly to the individual (teacher, staff, administrator) closest to the issue first before involving supervisors, unless there is an issue of student safety.

In addition, all parties should be thoughtful about the communications they send and choose the appropriate time and mode. Difficult conversations are best had in-person, on Zoom, or over the telephone, while more logistical conversations are best had via email. Please reserve late-night and/or weekend communications for emergency purposes only.

In addition, throughout the year, the Lower School will host regular family education sessions designed flexibly to meet the needs of families. Sessions cover a range of topics, including academics; social-emotional development; supporting young learners; understanding learning differences,; diversity, equity, and inclusion; digital citizenship; etc.

Teachers will check their email and phone messages at the beginning and end of each workday.

All messages will be returned within 48 hours, with the exception of weekends and holidays. For the health of the staff, the School encourages all adults to sign off email after 5 p.m. on weekdays and during weekends and holidays. Please refrain from sending emails during those times whenever possible.

If you have immediate needs during the day, please contact the Lower School Office at 202-537-6995 for assistance, or email the Lower School principal or executive assistant to the Lower School principal. For urgent technology issues, contact the IT Help Desk at **help@sidwell.edu**.

Attendance

In the Lower School, consistent attendance (and an on-time arrival) are central to ensuring a smooth, joyful, and learning-filled year. All absences, early departures or changes to end-of-day routines should be reported in QuakerZone by selecting "Attendance/Change Pick-Up."

Excused absences: Students are excused from School due to illness, medical procedures, family emergencies, and religious observances.

Unexcused absences: It is School policy not to excuse students for early vacation departures, extensions of vacations, or other absences from School that are not a consequence of family or medical emergencies. However, the School understands that, at times, families may elect to take time off for special family events, extracurricular activities, etc. These requests should be submitted to the Lower School principal at least two weeks in advance. The Lower School asks that families be mindful of the impact of additional time off on their child's learning and on the classroom community and keep these disruptions to a minimum.

Make-Up Work: For excused absences, teachers will work closely with families to provide support during their child's absence if needed. We do not provide work or special accommodations for students during unexcused absences.

Chronic Absenteeism or Tardiness: Students who miss a substantial percentage of school (11 days within a semester or over 22 for the full year) for any reason, may be required to make up additional work over winter or summer break in order to matriculate to the next grade. Truancy is defined by the State of Maryland and the District of Columbia as missing more than 20% of a school year (unexcused absences). The Lower School is required to report students who are chronically absent to Montgomery County. Prior to this threshold, the parents/guardians will be contacted and a meeting will be required. Exceptions to the attendance threshold may be permitted at the sole discretion of the Lower School administrative team.

Change of Dismissal Plans: If there are any changes in normal plans, parents/guardians should report this in QuakerZone by selecting "Attendance/Change Pick-Up," stating with whom their child is leaving at the end of the school day. The School cannot honor verbal requests. For students who need to be excused before the end of the school day, parents/guardians should submit this information in QuakerZone by 12 p.m. and state the reason for the early departure and the time their student should be excused. Students must be signed out by calling the Lower School Office upon arrival.

Classroom Communication

Lower School teachers will send a weekly email each Friday with a recap of what was learned that week, as well as ways to support and extend learning at home. Specialists will also send home a regular email with updates about the learning in the arts, science, library, languages, and PE.

Contacting Faculty or Staff

All teachers have voicemail and email; email is preferred to initiate contact. School phone numbers and email addresses are listed in the directory.

Family-Teacher Conferences

Family-teacher conferences are designed as an opportunity for families and teachers to partner together to ensure each child's success and to share information around each child's goals, progress, strengths, and challenges. There are two scheduled conferences, one in the fall and one in the winter, and these conferences may be held in person or using a virtual platform (on request). Parents/guardians are expected to attend conferences, and each family is designated one conference slot. If a parent/guardian cannot attend the conference due to a work conflict and/or vacation, families can set up a time for a

follow-up phone conversation. Make-up conference dates are not guaranteed. Informational questions are welcome throughout the year, and parents/guardians are encouraged to reach out to teachers with any questions or concerns.

Report Cards

In the Lower School, report cards comprise a detailed inventory of social-emotional skills, work habits, and academic skills/understandings for each grade level. The goal of report cards is to clearly communicate areas of strength and areas of growth for each child, as well as to show a child's progress toward end-of-the-year benchmarks. Families are encouraged to communicate any concerns directly with the classroom teacher at any point during the academic year.

Online report cards are accessible via QuakerZone. Families log in to the Sidwell Friends Parent Portal and click on the QuakerZone button. Select the icon for the current marking period. All reports are saved and archived for future reference. Full academic reports/checklists are available in February and June through QuakerZone.

Quaker Notes (Weekly Newsletter)

Each week, the School sends out a newsletter called Quaker Notes. It includes information about upcoming events, assemblies, schedule changes, special events, letters from the principals, and other important information.

Academic Program

The Lower School is a joyful, learning-filled experience for children. Lower School teachers are skilled in teaching the whole child, fostering not only their academic skills but their physical development, social-emotional learning, and spiritual development. The end goal is for students to be happy, grounded, independent young people with the ideas, curiosity, and skills to let their lives speak—both at School and in the broader community.

Teachers collaborate on projects that weave together lessons across multiple disciplines. The program inspires global citizenship, artistic and creative expression, analysis and logical thinking, connection with the natural world, personal well-being, and service to the larger community. Technology is used as a tool to enhance and deepen student learning.

Classroom Organization

The Lower School program has a variety of teaching models, designed to best meet the needs of learners at each developmental level. In kindergarten, Sidwell Friends has three classes of 16 students each; all have a lead and assistant teacher. In 1st and 2nd grades, the School has three classes of 16 students each; there is a language arts and math support teacher at each grade level who works across all classrooms to provide additional differentiated support for students solidifying their underlying skills. Beginning in 3rd grade, there are fuller class sizes of 20 to 24 (with the exception of one half-section in 3rd grade). The larger class sizes allow for a larger social experience and greater opportunities for collaboration. The classroom teachers are responsible for teaching language arts, social studies, and math. Specialists teach art, library, music, physical education, science, and language.

Classroom Technology

Sidwell Friends has a 1:1 iPad program for grades K-4. Technology is used as a tool to deepen and extend learning in the classroom. The School's academic technology team works closely with teachers to integrate technology seamlessly into the classroom. The Lower School has regular instruction in coding, typing, design-engineering, and digital citizenship. The School will use Canvas, SeeSaw, Zoom, and Google Suite, as well as a variety of developmentally appropriate apps to support learning.

Field Trips and Outdoor Education

Sidwell Friends values hands-on, experiential learning opportunities for students, and field trips are an integral part of the Lower School curriculum. Each classroom has relationships with outside organizations that enhance and deepen the learning, and field trips vary based on the age of the children, the curriculum, and the needs of the particular class. Field trips include opportunities for outdoor learning, museum exploration, cultural events, and service-learning opportunities.

Friday Assembly Program

The Lower School organizes an assembly at 9:15 a.m. on most Fridays. Programs include guest artists, speakers, and groups who enrich the learning program, as well as opportunities for classes, grade levels, or student groups to share their own learning, talents, and experiences with the community.

Quaker Life at Lower School

Quaker testimonies and values permeate every aspect of the Lower School program. All Lower School community members are reminded to see the Light in everyone.

A weekly Meeting for Worship is required for all students and faculty. The meeting may include the entire School or smaller groups comprising of one or more classes.

Students play an active role in writing the monthly query, an exercise that grows out of class discussion about a current topic in the moral life of the Lower School. Queries are published in the School newsletter, and families are encouraged to discuss them at home.

Service Learning and Community Engagement

The principle of service learning is vital to the philosophy of the School and is integrated into Lower School life through a variety of intentional, ongoing activities and core curriculum development. Sidwell Friends is committed to its community partners at Martha's Table, Bethesda Cares, and A Wider Circle. These projects complement grade-specific curricula, serve as the Lower School's core service-learning partners, and encourage habits of involvement. Families are encouraged to become active participants in these and other service-learning projects.

Homework

Homework ("practice-at-home") in the Lower School is designed as a way to reinforce classroom learning, develop those foundational skills that require consistent, practice, and build students' executive-functioning skills. It is also an opportunity to keep families informed about and involved in the units of study, so you can partner with the School and your child in their learning journey.

Practice-at-home builds slowly throughout the Lower Lchool experience, beginning with 10-20 minutes of practice in 1st grade and building up to 40-50 minutes in 4th grade (10-minute increments each year). Teachers at each grade level collaborate to ensure that homework practices and expectations are consistent (though personalized for each classroom). Practice-at-home work typically includes skill-building around: reading, writing mechanics (spelling, grammar, and handwriting/typing), and procedural math fluency. Sidwell Friends will also send home the social skills we are practicing to reinforce social-emotional learning skills. In addition, teachers will often include supplemental work, such as math games/problem-solving and ideas for really great reading experiences (audiobooks, read alouds, or independent reading) that families can access for additional ideas on enriching their child's learning and experiences.

Families can support their child at home by providing a quiet space and regular time to complete work, as well as prompts/scaffolding for task initiation and organization. While families are encouraged to facilitate the completion of homework and assist with little "bumps" children might experience, they should not teach the content. If your child is experiencing frustration or challenges (with content or organization skills), reach out directly to the classroom teachers. Sidwell Friends is eager to partner with you to ensure your child has the scaffolds and supports they need to be successful. Practice work is not assigned over breaks or during certain holidays/cultural celebrations (see the All-School Religious Holiday Homework Policy).

Academic and Behavioral Policies

Student Support Team

The goal of the Lower School Student Support Team (SST) is to ensure that all students can fully access the Lower School program. As such, the SST works to understand each child as a learner and a person, and, when needed, to develop appropriate supports to ensure a solid foundation of academic, social, and emotional skills. The SST consists of the Lower School learning specialist, counselor, principal, assistant principal, and nurse, as well as the School's director of equity, justice, and community.

Families are encouraged to share questions and concerns about any academic or emotional issues their child may be experiencing with their child's teacher(s), as well as any member of the SST.

The SST's responsibilities are to:

- Consult regularly with teachers to identify students who need targeted support.
- Collaborate and create academic plans for students who need individualized support in specific, identified skills.
- Monitor students' academic progress.
- Monitor students' social-emotional development and create plans to support students' growth and development.
- Work with families and students to identify appropriate school resources.
- Maintain a list of outside referral resources for families.
- Monitor appropriate communication between outside resources and the School.
- Provide case management after medical absences or other extenuating circumstances.

Make determinations about school placement if/when a child is not finding social, emotional, or academic success in our setting, in spite of ongoing interventions and support in finding appropriate placement.

In conjunction with the SST, the Lower School's math coordinator and 1st and 2nd grade English/language arts and math support teachers work individually or in small groups with students who require additional practice with foundational skills. They may work in the classroom with individuals or small groups of children to provide remediation and/or scaffolding to support individual learning goals.

Lower School Learning Specialist

The role of the learning specialist is to identify and support students in the Lower School who learn differently and to support teachers in creating and implementing targeted classroom strategies. For students with learning differences, the learning specialist works closely with classroom teachers and/or supports teachers to create a learning plan utilizing the information from the student's instructional notes. The specialist tracks students' growth over time, monitoring their responsiveness to interventions and meeting regularly with teachers and families to ensure appropriate growth.

The learning specialist provides direct support in classrooms, including targeted small group work, limited one-on-one individual instruction, and in-class observations and support. If the learning specialist, in consultation with the classroom teachers and principal, determines that a student requires more extensive assistance or formal tutoring, the learning specialist will support the family's efforts to identify an appropriate tutor. Tutoring is typically paid for by the family. However, if the student receives financial aid from the School and tutoring is recommended by the learning specialist, financial assistance may be available.

At times, additional information about a student experiencing learning difficulties is needed. After consultation with the SST, the counselor and learning specialist will contact the family to refer the student for diagnostic testing. The School works with a number of testing firms to conduct educational evaluations, and when testing is recommended by the School, financial assistance may be available. Additional details may be found under Accommodations and Student Support Policies in the General Information section of this handbook. The results of this testing are discussed in follow-up conferences and used to create instructional notes.

Lower School Counselor

The counselor is available to provide emotional support to students and families. The counselor works closely with the SST in an effort to support the whole child and to create parent education opportunities as well as student-centered lessons about topics such as identity, relationships, stress, time management, consent, and conflict resolution. When the social and emotional needs of students get in the way of learning, the counselor provides brief, solution-focused support. The counselor may recommend support services outside of school if a more intensive approach is warranted.

Re-Enrollment/Academic Concerns

When a student is experiencing significant academic, social, and/or behavioral difficulty beyond the scope of school resources, a review will be conducted to determine a course of action that is in the best educational interest of the child. Concerns about the suitability of the School to best meet the needs of the student as well as concerns about re-enrollment for the next year are raised as early as possible in order for families to have adequate planning time to make alternate arrangements.

Discipline

Lower School discipline procedures are designed to help students become empathetic, kind, and responsible members of an inclusive learning community. Breaches in the community rules and testimonies are typically viewed as opportunities for learning and growth. Working closely with families in a collaborative and trusting manner is essential for supporting student growth.

In general, the Lower School has three tiers of response, depending on the pattern or severity of the behavior.

1. For routine issues, teachers respond to the incident and work with the child to design a logical consequence (apology of action, brief reflection time, verbal warning, redirection, etc.). If needed, parents/guardians will receive a phone call or email from the intervening adult to further support learning and growth. The Lower School's counselor is often involved in supporting student self-reflection.
2. For patterns of behavior or more serious disciplinary issues, teachers reach out to the Lower School principal and counselor. The administration may call home to alert the family of the behavior(s) and arrange a conference with parents/guardians and teachers to discuss an action plan. Typical responses include behavior contracts, guided in-school reflection, loss of privileges, apology of action, etc.
3. If a pattern of negative behavior persists or if a student engages in an activity that represents a serious breach in the community expectations (e.g., verbal bullying, physical harm, relational bullying, prejudiced language/actions, academic dishonesty, inappropriate technology use, etc.), the issue is immediately in the domain of the Lower School principal in consultation with the head of school or associate head of school. The administration will arrange a conference with parents/guardians to discuss the action plan. Typical responses may include a day of reflection, suspension, or, in very serious cases, expulsion from the School.

Placement

The placement process into classrooms is a thorough one, involving the SST, classroom teachers, and the Lower School principal. Every effort is made to create classes that are balanced, joyful, and filled with learning to best meet the needs of each individual child—socially, emotionally, and academically. The School does not take requests for specific teachers, and, while insights about a child's social experiences at school are considered, we do not guarantee particular social placement requests. All homeroom and team placement decisions are communicated to families during the summer, usually in July, and placement decisions are final.

Health Services

See the General Information section for information on medication and health policies.

The Lower School healthcare coordinator, a registered nurse, maintains student health records and manages medical health concerns. The nurse consults with teachers on the medical and physical well-being of all students and is an essential member of the Student Support Team.

Parents/guardians should consult with the Lower School healthcare coordinator if health conditions appear to impede a student's academic performance.

Students must be excused by the healthcare coordinator if they miss a class or leave school due to illness. The healthcare coordinator will then call the Lower School Office and advise staff of the student's whereabouts. If necessary, the student will be allowed to be picked up by a parent or guardian.

Please call the Health Office on the Bethesda campus (202-537-6992) with information about the nature of a student's illness so that trends of contagion can be tracked and contained.

Athletics

Please also refer to the Athletics Section of this handbook.

Student Life

Quaker philosophy guides the activities and relationships in the Sidwell Friends community.

Extended Day, Early Risers, and Special Programs After Regular Classes (SPARC):

The Extended Day program is held at the Lower School campus. The hours of operation are from the close of the school day until 6 p.m. on days when school is in session. The program is open to students in pre-kindergarten through 4th grade. Typical after-school activities include arts and crafts, games, cooking, and outdoor recreation. A quiet study area is available for students who wish to do homework. For more information, refer to the Lower School section online, call the Auxilary Programs Office at 202-537-8133 or email **summer@sidwell.edu**. Drop-ins may be arranged if space is available.

Early Risers is an early-morning dropoff program for Lower School students to begin their day with quiet games and activities. This program begins at 7:30 a.m. and dismisses students to their classrooms at 8:15 a.m.

SPARC workshops will be offered each fall, winter, and spring. Special SPARC activities will be offered on early dismissal/conference days. For more information, refer to the Lower School section online, contact the SPARC coordinator at **summer@sidwell.edu**, 202-537-8133. Throughout the year, SPARC programs are also listed in the weekly newsletter.

Birthday Celebrations

Each classroom has a special way to recognize children's birthdays. Please check with your child's teachers early in the year to find out how birthdays are celebrated in that classroom.

For celebrating birthdays outside of school, please keep in mind the following guidelines:

- The School encourages families to include either the whole class or substantively less than half the class. While the Lower School encourages cross-gender play, there may be times when families host single-gender parties. In doing so, please follow the same guidelines.
- Students should not give out verbal or written invitations at school for outside-of-school celebrations.
- Be mindful of others' feelings when arranging playdates, special excursions, etc. in which students are picked up from school. Please be discreet to avoid hurt feelings.
- Gifts should not be distributed at school.

Dress Code

Active play is a regular part of daily life at the Lower School. Students should arrive at school every day in comfortable clothing, including outerwear, that is appropriate for active, outdoor play. Students must wear footwear each day that has rubber soles and fully encloses the foot. The Lower School is an "outdoor campus," so outerwear should be suitable for the day's weather forecast. Accessories should not interfere with play or physical education classes. Additionally, children may not wear clothing with messages or images on it that conflict with the School's values. We encourage families to label all outerwear so we can reunite lost sweaters, coats, etc. with their owners!

Dress Code for Physical Education

Students have physical-education classes twice a week. On those days, each student should come to school in clothing suitable for the vigorous program. All students are required to wear athletic sneakers with laces or Velcro fasteners that provide solid arch support and cover the top of the foot.

Digital Wellness

We have the following guidelines in place to support students in balance and well-being in the digital space:

- Students may not have cell phones or other wearable technology during the school day (including on the bus or at aftercare). If a student does need a device (e.g., for use during travel to/from school), they must check it in/out at the front office upon arrival and dismissal. This policy extends from 8 a.m. through aftercare activities.
- iPads are for school-related work only: iPads are kept in the classrooms, and students are not allowed to use them during free time (including recess, bus, or aftercare) without the express permission of a teacher with a discrete and meaningful purpose.
- iPad usage will be monitored: Teachers will use Apple Classroom regularly in order to monitor student work online and minimize digital distraction (particularly in 3rd and 4th grades).
- iPads will be used judiciously for homework: iPads will be sent home only when needed for homework. There will be clear instructions and time limits on that work. Sidwell's iPads should NOT be used for non-school-related work at home or at school.

Food Service

Lunch will be served to students each day. Students may not bring lunch to school unless there is a medically approved reason and approval has been granted by the Lower School healthcare coordinator. If a student has allergies or other dietary needs, parents/guardians should reach out to the Lower School healthcare coordinator. The healthcare coordinator will work with the director of food services and with teachers to address student needs and ensure that the School provides a healthy, safe lunch option for the child.

A more detailed Allergy Policy is available in the General Information section of the handbook.

Personal Belongings

Students are asked not to bring valuables or money to School. Any electronic devices used during travel to and from School must be turned into the front office for safekeeping during the day. Any unauthorized use of an electronic device may result in the device being confiscated and the family being notified. All belongings, including all outerwear items, should be clearly labeled with the student's name. Sidwell Friends is not responsible for any personal belongings, and misplaced unlabeled clothing will be donated to the School's community partners.

Parent and Guardian Involvement

Parents Association

The Lower School Parents Association offers many opportunities for parents/guardians to meet each other, share parenting questions and advice, and participate in the life of the School. The Parents Association encourages and supports family involvement in the School and offers many opportunities to get involved, depending on individual interests and availability. Additional information about the Parents Association can be found in the General Information section of the handbook and on the Parents Association page on the Parent Portal.

Parent/Guardian Classroom Volunteers and Trip Chaperones

When adults volunteer for school events that involve supervision of children, it is essential that they are fully present and engaged. Please refrain from socializing or using technology during these times. Should it be necessary to take a phone call or check email, please inform the faculty member in charge so that they can make alternate arrangements. In addition, on field trips, chaperoning duties typically include the bus ride to/from the location.

Quaker Values

Kindness, integrity, respect, equity, community, and stewardship are important values in the Lower School. All community members are expected to model these values in their interactions with other members of the community.

MIDDLE SCHOOL

Please read the General Information section of this handbook first. The following is a description of the policies and procedures specific to the Middle School at Sidwell Friends. The Middle School comprises 5th–8th grades.

Logistics

Middle School Address

3825 Wisconsin Avenue NW, Washington, DC 20016

All mail should be sent to:
Sidwell Friends School
3825 Wisconsin Avenue NW
Washington, DC 20016

Middle School Phone Number

202-537-8150

Hours And Daily Schedule

7:30 a.m.	Building opens. All students should be in the Middle School building by 7:55 a.m. for the first bell.
8 a.m.	Academic program begins with the second bell and a period of silence.
3:25 p.m.	Academic program ends for students (except on Tuesdays, when the program ends at 2 p.m.).
4 p.m.	All students are to be off campus or in supervised activities by 4 p.m. (by 2:30 p.m. on Tuesdays). Students involved in scheduled, supervised after-school activities (rehearsals or tutoring) may be in the building after 4 p.m. (2:30 p.m. on Tuesdays). They should bring their belongings with them to their activities as the building will be locked after 4 p.m. (2:30 p.m. on Tuesdays).
6 p.m.	Extended Day ends. All Extended Day students must be picked up by 6 pm.

Transportation

Dropoff and Dismissal

Locations for dropoff and pickup by car depend on the grade of the passenger(s). Only cars carrying 5th and 6th graders may drop off and pick up on 37th Street. Cars with 7th and 8th graders should drop off and pick up students in the DC Campus garage. If a family has students in 5–6 and older students, including Upper School students, they may use 37th Street as their dropoff and pickup location. At dismissal, teachers do not walk students outside and may not be aware of their exact transportation arrangements on any given day. It is important to establish a regular pickup routine.

Please note that students who are not picked up within 30 minutes of dismissal may be asked to go to Extended Day for a fee. Exceptions apply for students in sports, after-school drama, or clubs, but they should be picked up promptly when their after-school commitment ends.

Guidelines for Arrival and Dismissal on 37th Street

Hearst Elementary School, which is across the street, dismisses its students at approximately the same time as the Middle School, sometimes causing traffic congestion. To provide the safest arrival and dismissal, parents/guardians must follow these guidelines:

- Please drop off children only on the Sidwell Friends side of the street and treat 37th Street as a one-way street southbound during dropoff and pickup.
- During dropoff and pickup, do not leave your car unattended. If you have to park for an extended period of time, please park in the DC campus parking garage on Wisconsin Avenue or on 37th Street well away from the entrance to the building.
- Families picking up students at the 37th Street entrance must follow the direction of the security guards. They will be aware that 37th Street is a residential street, and we cannot block intersections or driveways when waiting in line. Because Hearst School has dismissal at 3:15, the School suggests that families who are able wait to pick up their students until closer to 3:45 rather than coming early.
- In the morning, please do not allow children to leave your car until you have safely pulled up to the curb in front of the Middle School building.
- Please do not turn into the Hearst driveway for parking or use the Hearst driveway to turn around. This is very dangerous for the children of both schools and causes traffic congestion.
- Please do not make a U-turn on 37th Street at any time.
- For safety reasons, the School does not cross students to the other side of 37th Street in front of the Middle School. Students may walk to the nearest intersection and stop sign to cross safely if they need to do so to walk home. Please follow the instructions of the DC crossing guard and Sidwell Friends security guards.

Guidelines for Arrival and Dismissal at the DC Campus Garage

- It is not always possible to get in and out of the garage quickly, especially at peak times. Please plan your activities accordingly and remember that safety comes first.
- Pull over to the right and as far forward as possible to allow others to drop off or pick up students behind you or easily pass on the left. Students must enter and exit vehicles on the curb side only.

- If you know that you will have to wait longer than a few minutes, do not wait in the pickup/dropoff lane; park in a space. Do not double park or block the crosswalks or the intersections. If you cannot find parking on the top level, you may park on the lower level of the garage or continue through the garage to allow traffic to flow.
- Use caution when exiting campus by the post office; the School shares this driveway with the post office, and drivers should be mindful of pedestrians on the sidewalk. The light to the right of the drive is for drivers exiting the School. The light to the left is for the post office.

Guidelines for Shuttle Bus Riders

Middle School students who ride the afternoon shuttle bus to Bethesda must be picked up at the Lower School campus within 15 minutes of arrival from the DC campus. The shuttle leaves the Lower School at 7:20 a.m. and leaves from the DC campus at 3:50 p.m. (2:35 on Tuesdays).

Students who are waiting more than 15 minutes after the shuttle drops them off at Lower School will be escorted to Extended Day. Parents/guardians will be expected to pay the drop-in fee.

Parking Guidelines

The upper level of the DC campus parking structure is divided into visitor spaces, handicapped-accessible spaces, and unrestricted spaces. The lower level is for employee parking only.

Division Organization

The Middle School principal works closely with the head of school and the associate head of school to manage the operation of the School. The Middle School assistant principal for student life and the academic dean oversee many aspects of daily life in the division. The Middle School faculty meets weekly, and the principal meets regularly with the Parents Association clerks.

Classroom Organization: Homerooms, Teams, and Advisories

In Middle School, 5th and 6th graders are based in a homeroom with one teacher and 16–19 students. Homeroom teachers teach a combination of language arts, mathematics, and social studies. In addition, there are teachers for Chinese or Spanish (each student takes one of these languages), studio art, performing arts, and science.

The basic organizational structure for the 7th and 8th graders is a team. There are three teams (Land, Sea, and Sky) of approximately 65 students and six advisors; each team advisor is responsible for approximately 11 students. English and history classes are team-based.

Homeroom teachers and advisors help their advisees manage the rigors of the academic program, serve as the first level of communication with families, and generally act as advocates for the students. Students "shake out" with their homeroom teachers and advisors at the end of the day by checking in with them before leaving campus.

Communication

Middle School faculty and staff are eager to work with parents/guardians to ensure that each child's experience is a good one. Feedback is always welcome, and prompt and appropriate communication regarding any questions or concerns is encouraged. Parents/guardians may either reach out directly to faculty or staff members by email or contact the Middle School Office at 202-537-8150.

Reporting Absences, Lateness, and Early Dismissal

Parents/guardians must report absences in QuakerZone by clicking on "Attendance/Change Pickup" and entering the appropriate information, or call the Middle School Office (202-537-8150) before 9 a.m. if your child will be absent. It is also recommended that the homeroom teacher/advisor be informed. Students who are late must sign in at the reception desk.

If a student needs to be excused for an appointment before the end of the school day, parents/guardians should report this in QuakerZone by clicking on "Attendance/Change Pickup" and state the reason for the early departure and the time they should be excused.

For early dismissal, students must wait at the desk in the front lobby, and a parent/guardian must call the office to confirm that they are on 37th Street. All students must sign out before leaving. Students participating in an after-school activity must have attended a full day of school on the day of the activity. Exceptions for previously scheduled commitments must be approved by the Middle School Office. All students are expected to attend classes and school activities unless they have a documented excuse.

With the exception of illness, students are expected to be at school. If there is an extenuating circumstance that might require an extended absence outside of normal school breaks, families must contact the administration as far in advance as possible. Please see the academic policies section for more information about attendance expectations.

Information about excused absences for physical education is in the Athletics section below.

Messages

Messages for students will be delivered to students in homerooms or advisories. Since students may not use cell phones during the day; parents/guardians are asked not to call or text students to deliver these messages. Should a parent/guardian need to get a message to their student, they may call the Middle School Office at 202-537-8150.

Daily Bulletin

The Daily Bulletin, read in homerooms and advisories each day, is the vehicle for student information about Middle School activities.

Class Pages

Each teacher has a class page on the School's learning management system, Canvas, that is accessible through the Sidwell Friends School website. All homework assignments will be posted daily on class pages.

Quaker Notes Weekly Newsletter

The Middle School relies on the Sidwell Friends weekly newsletter to help keep parents/guardians informed. All parents/guardians are automatically subscribed to *Quaker Notes*, which is sent out by email on Sundays. Parents can expect division-specific notes from the principal every other week.

Parent/Guardian-Teacher Conferences

Formal conferences with parents/guardians are held in the fall; other check-ins may be scheduled at the request of parents/guardians or teachers.

Reports

The purpose of reports is to assess a student's strengths and areas of growth, help the student and parent/guardian recognize progress and accomplishments, and provide suggestions for improvement. The year in Middle School is divided into trimesters. First and second trimester reports include detailed narratives in each subject in addition to grades for specific work. The third trimester report is generally shorter and may include grades and checklists only. Please note that only 6th–8th grade reports will have final letter grades for each trimester.

If a student is having difficulty in a specific course, an interim report will be sent home during the marking period in the older grades. The report is a way to keep families and support services informed. Interim reports can also be sent to document a student's outstanding work in a class.

Academic Program

The academic, athletic, and arts programs in Middle School are designed to meet the developmental needs of young adolescents. The content and process of each program is regularly evaluated to ensure that it is challenging and age-appropriate.

Study skills are introduced in the context of each academic discipline. Moral and ethical issues are addressed both inside and outside the classroom. Details about the academic program may be found in the Middle School section of the Sidwell Friends website.

The only academic grouping that takes place in Middle School is for mathematics, beginning in 6th grade. An individual student's math placement is based on data from various assessments and will be communicated as a preliminary placement in the second trimester report. Final math placements for the following school year will be indicated in third trimester reports. No other academic classes are grouped by ability level, nor are homerooms, teams, and advisories.

Advisory Curriculum

The advisory curriculum focuses on effective education for middle-school-aged children. In addition to encouraging the development of decision-making skills, a sampling of topics covered in the course includes the Quaker values that underlie the School, peer relationships, stress, substance abuse prevention, self-awareness, human sexuality, and gender issues. These topics are addressed in advisory lessons and health and wellness curricula. The School also invites experts to speak with students on these topics.

Homeroom Placement

The placement process for homerooms and teams is a thorough one involving several significant educational and social parameters. Every effort is made to place students in learning environments that are appropriate for them. The School does not take requests for a specific teacher or team, nor does the School guarantee social placement. New students are placed based on information gathered during the admissions process. All homeroom and team placement decisions are communicated to families during the summer, usually in mid-July.

Homework Expectations

Homework can be expected throughout the Middle School, and students will experience a gradual increase in the amount of homework over the four years of the program. The development of good organizational skills, an understanding of how to study, and the ability to seek

help from teachers effectively are all critical skills that are taught throughout the Middle School program. While parents/guardians are an important part of a student's academic success, it is important to recognize the line that separates guiding a child in completing homework from doing the work for a child. Students may not submit as their own work assignments that have been overly influenced by parents, tutors, or others.

If a student in the 5th grade seems unable to complete their nightly work in 1 to 1.5 hours, parents should alert the student's homeroom teacher. By the end of Middle School, students may see as much as 2.5 hours of homework each night. If a student has difficulty completing the homework in the suggested time, contact the student's homeroom teacher or advisor, or work with the learning support coordinator to find solutions.

1:1 Device Program

Sidwell Friends Middle School provides a tablet or laptop computer for every student. Please see the General Information/Technology section of this handbook for more information about expectations of device use and care.

Academic and Behavioral Policies

Attendance

Generally, it is the School's belief that nothing replaces being present for class. It is School policy not to excuse students for early vacation departures, extensions of vacations, or other absences that are not a consequence of family or medical emergencies. Parents/guardians should understand that in the event of such absences, teachers will not honor requests for special accommodations or arrangements such as rescheduling a missed test or quiz or extending a deadline for an assignment. Exceptions will be made only in the most unusual circumstances.

In Middle School, the Minimester period just prior to spring vacation is an integral part of the academic program. Students are expected to participate in this experience just as they are expected to attend regular classes. Some students participate in individual externships but must receive approval from the office in order to do so. Additional details regarding the Minimester program are available in the fall.

Truancy is defined as missing more than 20% of a school year (unexcused absences). The School is required to report chronically absent students to the District of Columbia.

Students who miss a substantial percentage of school (11 days within a semester or over 22 for the full year) for any reason may be required to make up additional work over winter or summer break in order to matriculate to the next grade. Prior to this threshold, the parents/guardians will be contacted and a meeting will be required. Exceptions to the attendance threshold may be permitted at the sole discretion of the Middle School administrative team.

Homework Retrieval for Absent Students

Online class pages are useful for students who are absent from school. However, it is vitally important that absent students check in with each teacher to discuss missed work on their return to school. Students are also encouraged to contact peers in their classes for information.

If students need to pick up materials from school, families may call the office for assistance and the office manager will notify the homeroom teacher or advisor. Materials can be gathered and sent to the office for pickup at the end of the day by the parent/guardian, a sibling, or a classmate who lives near the student.

Teachers are always available to help when necessary and when circumstances warrant, as in an extended, excused absence.

Academic Support

The learning support coordinator in the Middle School is available to assist students with study skills, organization, and related issues. If a student requires more extensive assistance or formal tutoring, the learning support coordinator will match the student with a tutor according to need and availability.

Tutoring is paid for by the parents/guardians. However, if the student receives financial aid from the School and the tutoring is recommended by the Student Support Team, financial assistance may be available.

At times, additional information about a student experiencing learning difficulties is needed. After observation, data collection, and consultation with classroom teachers and parents/guardians, the learning support coordinator may refer the student for diagnostic testing. The School contracts with a consulting psychologist to conduct a limited number of evaluations at the School's expense. The results are discussed in follow-up conferences with parents/guardians, teachers, and students. Parents/guardians may also commission testing privately. The tester, learning support coordinator, and classroom teachers will work together to determine appropriate supports. If disabilities are diagnosed in the testing, the Middle School follows the School's Learning Disabilities Policy. For more information, see the section on Accommodations and Student Support Policies in the General Information Section of this handbook.

Student Support Team

The Student Support Team (SST) comprises the principal, assistant principal, academic dean, counselor, learning support coordinator, nurse, athletic trainer, and the equity, justice, and community (EJC) director and/or divisional EJC coordinator. Parents are encouraged to share questions and concerns about any academic or emotional issues their child may be experiencing with their child's advisor or homeroom teacher or to any member of the SST.

The SST's responsibilities are as follows:

- Consult regularly with teachers to identify students who need support.
- Collaborate and create academic plans for students who need individualized support.
- Monitor students' academic progress.
- Monitor students' social-emotional development and create plans to support students' growth and development.
- Work with parents and students to identify appropriate school resources.
- Maintain a list of outside referral resources for families.
- Monitor appropriate communication between outside resources and the School
- Provide case management after medical absences or other extenuating circumstances.

Counseling

The Middle School's counselors are available to provide emotional support to students and families. The counselors work closely with the SST in an effort to support the whole child and to create parent education opportunities as well as student-centered advisory lessons on topics such as identity, relationships, stress, time management, consent, and conflict resolution. When the social and emotional needs of students get in the way of learning, the counselors provide brief, solutions-focused support. The counselors may recommend support services outside of school if a more intensive approach is warranted.

Academic Concerns

Students in 6th-8th grades receive summative trimester grades in each class. Academic probation will be designated for any student with an F in one or more subjects, or with more than one grade below C-. The student will be placed on academic probation for the next trimester, and parents/guardians will be notified. A student on academic probation may be required to do the following:

- Attend structured study hall
- Attend regularly scheduled meetings with the learning support coordinator, teachers, counselors, and/or administrators to review progress
- Meet all commitments on time, including arrival at School, attendance in classes, submission of all assignments, and completion of all academic requirements.

If a student has not improved to a satisfactory level by the end of the probationary trimester, academic probation will continue for another trimester. If, after being on academic probation for two trimesters, a student receives grades at the end of a trimester that warrant a third probationary period, the administration will review the re-enrollment status of the student.

Re-enrollment

Please also refer to the General Information Section of this handbook.

A students whose re-enrollment is in question will be denied re-enrollment for the subsequent academic year unless, at the conclusion of the third probationary trimester, either the student has achieved a satisfactory level of performance and the School believes that the student will benefit from and contribute to the School's program in the future, or the School believes extenuating circumstances warrant that the student remains in the School pending further review. Continued academic probation as described above is not the exclusive reason for denial of re-enrollment. The School reserves the right to deny re-enrollment to any student whose attitude or behavior, in the judgment of the administration, indicates that the student's continued presence in the School would not be beneficial to the student or to the School. The School also reserves the right to deny re-enrollment to any student whose academic performance is so significantly below the satisfactory level in any trimester that, in the judgment of the Middle School administration, separation is warranted. None of this supplants other provisions in this handbook and in the enrollment contract concerning academic standing or requirements.

Disciplinary Procedures

Middle School disciplinary procedures are designed, first and foremost, to be educational. Most disciplinary issues are routine and are handled by the homeroom teacher or advisor in partnership with parents/guardians so that the child learns to function successfully in this environment. Disciplinary action is taken at the discretion of the School administration. In general, there are three levels of response to disciplinary problems in the Middle School:

1. For routine behavioral and disciplinary problems, the intervening adult is responsible for responding to the incident. The result will be direct written communication with the student's advisor in addition to a conversation with the student. Depending on the situation, parents/guardians may receive a phone call

and information from the intervening adult. In the event that an advisor or homeroom teacher receives notice of several behavioral problems, they will contact the student's parents/guardians to formulate a joint strategy in response.

2. For patterns of problematic behavior or more serious disciplinary problems, teachers and advisors/homeroom teachers may ask for involvement by the principal and/or the assistant principal to determine appropriate consequences. The administration may call home to alert the parents/guardians that a pattern is developing, and it may be necessary to arrange a conference with parents/guardians and teachers to discuss a course of remedial action.
3. If a pattern of negative behavior persists or if a student engages in an activity that represents serious disregard for the standards of the community, the issue is immediately in the domain of the principal in consultation with the head of school and/or associate head of school. Other adults, including the student's homeroom teacher or advisor and others involved in the incident in question, may be part of the discussion. This level of response is the most serious and may involve a day of reflection or suspension or, in very serious cases, expulsion from the School. Any recommendation for extended suspension or expulsion from the School will be determined in consultation with the head of school and/or the associate head of school. Instances of serious behavioral problems will be documented. Some situations may require a letter home from the administration to summarize the issue for parents/guardians, especially if the incident is serious and merits an administrative response.

Disciplinary Levels of Response System

Less serious infractions are normally addressed through the first level of response, a referral system to the homeroom teacher or advisor. Teachers will refer all Level 1 behaviors (described below) to the homeroom teacher or advisor, who will track those referrals. Students who receive 3 or more referrals in the same trimester will then report those referrals to the Assistant Principal of Student Life, who will review the issue and determine Loss of Privilege (described below). More serious infractions (Level 2 and Level 3) are immediately reported to the Assistant Principal, who will confer with the Principal and potentially the Associate Head of School to determine the extent of consequences, which can include a behavior plan, extended reflection or suspension, or in serious cases, expulsion.

Behaviors inconsistent with the respect for mission, person, and property that is expected by the School include but are not limited to the following examples of such behavior.

Level 1 Behaviors

- Unexcused absence from or repeat tardiness to class
- Disturbing or disrupting classes by shouting, running, or roughhousing in hallways, stairways, the library, or the dining room
- Causing a disturbance in or otherwise disrespecting Meeting for Worship

Level 2 Behaviors

- Defacing or otherwise mistreating School property
- Disregarding or flouting School safety guidelines and protocols
- Using or encouraging offensive speech or obscene language or gestures
- Academic dishonesty or integrity issues
- Bringing toy weapons of any kind to campus

Level 3 Behaviors

- Physical attack of another person
- Use of slurs or directed stereotypes
- Harassment of any kind

Loss of Privileges

Any student who has been referred to the Assistant Principal after multiple Level 1 referrals may be assigned loss of privileges in the form of one or some of the following, at the Assistant Principal's discretion and in communication with the family:

- Break-time reflections, specific to the issue(s) at hand
- Loss of free seating at lunch
- Inability to participate in certain programming, such as a field trip not connected to academic programming
- Others as assigned

For more information about the School's disciplinary policies and procedures, please see the section on Student Behavior and Discipline in the General Information section of this handbook.

Health Services

See the General Information section for information on medication and health policies.

The Middle/Upper School healthcare coordinators are registered nurses who maintain student health records and manage physical health concerns. The coordinators consult with teachers on the medical and physical well-being of all students and are essential members of the SST.

Parents should consult the School healthcare coordinators if health conditions appear to impede a student's academic performance, including their ability to participate in Athletics.

Students must be excused by a member of the Health Services team if they miss a class or leave school due to illness. If necessary, the student will be allowed to leave school, but only if picked up by a parent, guardian, or a designated person.

Parents should call the Health office on the DC campus (202-537-8130) with information about the nature of a student's illness so that trends of contagion can be tracked and contained.

Athletics

Please also refer to the Athletics section of this handbook.

5th and 6th Grade Athletics

Students in 5th and 6th grade physical education classes have opportunities to try new sports and develop skills needed for the interscholastic teams that begin in 7th grade.

Many students continue to participate in recreational sports outside of school, and parents organizing and coaching these teams are asked to support the values of inclusivity, fair play, and simplicity while managing these teams.

7th and 8th Grade Athletics

Students in 7th and 8th grade have the opportunity to participate in interscholastic sports in addition to options such as fitness and dance. Team buses take students to and from games. Most interscholastic home games will conclude by 4 p.m. Buses from away games generally arrive back on campus by 4:30 p.m., although this varies depending on the location of the host school.

Sports Supplies and Equipment

Middle School families are required to purchase PE uniforms from the Fox Den School online store.

Middle School families must also purchase items for their selected sports, such as field hockey and lacrosse sticks, tennis racquets, shin guards, athletic cups, goggles for lacrosse and field hockey, gloves for softball and baseball, socks, and cleats. Coaches will speak to their students about what is needed for any given sport, and students should feel free to talk to their coach if they have any concerns or issues. Families who have questions about the additional expenses associated with some sports should speak directly with coaches and the athletic director. Financial support is available for students who receive financial aid.

All Middle School students are provided a PE locker and are required to supply a combination lock for it (key locks are not permitted). They are strongly encouraged to put their names on all clothing and equipment. Lockers should be cleaned out and items laundered regularly.

Excused Absence from Physical Education and Athletics

Students healthy enough to attend school are healthy enough to dress and participate at some level in a PE class or team practice. Written notification from physicians excusing students from class or practice should be sent directly to the Health Services Office at the start of the school day. There may be times when specific activities should be avoided but other activities may be acceptable. Therefore, the notification may require a follow-up call by the nurse. The PE teacher will then be notified of any restrictions for the student. Students who are excused from class or practice on a short-term basis are expected to report to their classes or teams each day.

If a child cannot participate in physical activity or PE for medical reasons for more than three days, written notification is required from a physician. The notice must include the reason for non-participation, an estimate of the time that will be missed, and a description of the treatment necessary. It is an expectation of the School that the nurse be able to communicate directly with the physician in these cases to receive an update on the student's condition.

Student Life

Behavioral expectations for Middle School students are grounded in the values that are the foundation of the community. While Sidwell Friends hopes that students will regularly exercise good judgment, the guidelines found in the General Information section of this handbook as well as the following basic guidelines give the community a framework in which to operate.

Community Considerations

Middle School students should always be supervised while on campus, both during the school day and while participating in after-school activities for which they are registered. Additional safety considerations include the following:

- Athletic equipment may not be used inside the Middle School building or in any of the courtyards or walkways where there is heavy foot traffic.
- Students are expected to exercise care in the hallways by walking, not running. Additionally, students are expected to speak at indoor-appropriate volumes while in the Middle School building.
- Portable audio equipment and cell phones are distractions to the School's mission and must be turned off and put away during regular school hours, unless directed by a teacher for a specific task.
- Middle School students are expected to be respectful and supportive of schoolmates, employees, and parents.
- Middle School students are expected to keep track of their possessions, including 1:1 devices.
- The School reserves the right to use monitoring programs during school hours as needed to allow teachers to observe student learning, offer feedback, and ensure that school devices are being used appropriately during class time.

Assemblies and Field Trips

Throughout the year, the Middle School looks for opportunities for students to hear from outside experts or attend performances on campus, through virtual presentations or as part of a field trip. These opportunities may be for individual classes, grades, or the full community.

Dress Code

See the Dress Code Policy in the General Information section of this handbook. In general, the School asks that students dress in ways that allow them to fully participate in all aspects of the program. Whether writing at a board in front of others, raising their hands, performing on a stage, running on a field, or sitting on the ground for various activities and lessons, students should be comfortable and not limited by their clothing. Clothing should cover all undergarments. Students should also refrain from wearing articles of clothing that bear messages inappropriate for a school environment, including but not limited to violent or demeaning images or phrases or references to drugs and alcohol. When activities include swimming, students should wear swimsuits that allow them to fully and comfortably participate in activities.

Food Service

If a student is allergic to certain foods or has other special dietary needs, they should bring a note from a physician to the Health Services Office. The healthcare coordinator will work with the food services director to address student needs. For more information, see the Allergy Management section in the General Information section of this handbook.

The Fox Den

Middle School students are allowed to use the store and café before and after school only. Middle School students may not purchase coffee-based drinks and must leave the Fox Den by 4 p.m., except on Tuesdays when they must leave by 2:30 p.m.

Lockers/Backpacks

7th and 8th graders have assigned lockers and may choose to bring their own combination locks. Backpacks may be used to bring materials to and from school, but should be stored in lockers (7th/8th) or cubbies (5th/6th) during the school day. Students may keep their school supplies and materials in their lockers or in their desks. Families are urged to check the Lost and Found for missing items as well as to report lost items to the Middle School Office.

Lost and Found

Found articles are placed in the Lost and Found bins, turned into the Middle School Office, or turned over to the PE office. Unclaimed and unmarked articles are donated three times each year. The School strongly urges families to label all items, clothing, and sports equipment.

Meeting for Worship

Meeting for Worship will be held on Thursday mornings from 8:10 to 8:40 a.m. Families are invited to attend Meeting for Worship several times throughout the year.

Minimester

Minimester is held the week before spring vacation in March. During this period, in place of traditional classes, students and teachers engage in a concentrated exploration of one area of interest outside the classroom and at times outside the city. Minimester provides an opportunity for experiential education, stronger ties to the community, and multi-age groupings of students. Offerings for the week vary each year and are led by Middle School faculty and staff.

Service Learning and Community Engagement

Middle School students and teachers plan and take part in a number of different community service projects. The entire Washington, DC, community is used as a part of the learning environment for Middle School students. The 7th and 8th graders engage in off-campus community engagement with partner organizations and reflect on these experiences to consider what issues and causes they might further commit to in the future, including but not limited to during Upper School community engagement.

After-School Programs

Sidwell Friends offers supervised after-school programs, including the Extended Day program. Students who remain in the School's care after dismissal may not leave campus and then return. Athletic facilities are not available to Middle School students after regular school hours. The Upper School library is also not available to Middle School students after dismissal. All students must be in a supervised activity or leave campus at dismissal time.

Parents may enroll their children in Extended Day by signing up on the Parent Portal. The program consists of a snack and an hour of quiet study, followed by less structured time either indoors or outdoors, depending on the weather. The program lasts from 3:30 to 6 p.m., except Tuesdays, when it runs from 2 to 6 p.m. Parents are asked to pick up their children no later than 6 p.m. A late fee is charged for pickup after that time. For safety reasons, the School cannot release program participants until an authorized adult signs out the child in person. Any other arrangements must be made in writing with the program supervisor. Drop-ins may be arranged if space is available and with advanced sign up. Please contact Auxiliary Programs (**summer@sidwell.edu**) for additional information about any aspect of the Extended Day program.

Special Programs After Regular Classes (SPARC)

SPARC programs may be offered during the year and do involve an extra fee. For more information, contact the SPARC coordinator at **summer@sidwell.edu**.

After-School Drama Productions

There are multiple ways to engage in arts beyond the general academic curriculum. Students can audition for and participate in vocal or instrumental performance groups. There are also two dramatic performances each year, one of which is a musical. Auditions and practices for the fall and spring plays and for other arts ensembles take place during the rehearsal period and outside of school hours.

Regarding casting in the two Middle School stage productions, Sidwell Friends seeks to create as many opportunities for participation in the School's extensive performing arts program to as many students as possible in the course of their Middle School experience. Sidwell Friends makes every effort to create equity and fairness in casting decisions.

Celebrations/Parties

The purpose of these guidelines is to keep individuals or small groups of students from feeling left out and to help families establish appropriate shared boundaries within the community.

Parties hosted by Middle School families should include either all or not more than half of any of these groups: the entire homeroom, advisory, team, or grade.

Invitations should not be distributed at school, and students should be sensitive about talking about events at school or online to which not all students were invited. These limitations apply to all situations, including lunches, dinner parties, picnics, theater parties, informal afternoon gatherings, etc.

The School suggests that parents follow these guidelines for parties:

- At least one parent is to be present at all times during small group gatherings, and sufficient supervision should be provided if a whole group is invited.
- Parents and guardians are encouraged not to schedule student parties during school programs or other grade-wide events.
- Entertaining should be kept as simple as possible.
- Parents/guardians and students should avoid distributing items imprinted with the name of the host and details of the party, unless a full grade is invited. Such items bring about feelings of exclusion by those not invited. (Examples include party favors with a child's name and/or the date of the celebration.)

Parent and Guardian Involvement

As students become more independent, parents and guardians may need to evolve their own styles of engagement. This may require more parental involvement in some areas, such as monitoring technology and social media, and stepping back in others, such as direct help with homework. Taking advantage of talks with the administration, counselors, and parent/guardian peer groups can provide new approaches to try when challenges arise.

Middle School is an important time to communicate with other parents, as children are more influenced by their peers and broader culture, and parents need partners in navigating this shift. The Middle School Parents Association offers many opportunities for parents and guardians to meet each other, share parenting questions and advice, and participate in the life of the School.

Quaker values such as respect, integrity, and equity remain deeply important in Middle School. Developmentally, this is also a time when students may try out language or behaviors that are antithetical to these values, which can lead to painful social experiences. Parents and guardians play an important role in actively partnering with the School as we work together to help students move through this phase with as much compassion and empathy toward others and themselves as possible. Teachers and advisors are prepared to discuss any concerns parents may have.

UPPER SCHOOL

Please read the General Information section of this handbook first. The following is a description of the policies and procedures specific to the Upper School at Sidwell Friends. The Upper School comprises 9th–12th grades.

Logistics

Upper School Address

3825 Wisconsin Avenue NW, Washington, DC 20016

All mail should be sent to:
Sidwell Friends School
3825 Wisconsin Avenue NW
Washington, DC 20016

Upper School Phone Number

202-537-8160

Tuesday/Friday Hours

7 a.m.	Earl G. Harrison Building opens.
7:30 a.m.	Goldman Library opens.
8 a.m.	Academic program begins.
2:40 p.m.	Academic program ends.
2:50 p.m.	Athletics/physical education begins.
6 p.m.	Goldman Library closes (4 p.m. on Fridays.)

Monday/Wednesday/Thursday Hours

7 a.m.	Earl G. Harrison Building opens.
7:30 a.m.	Goldman Library opens.
8 a.m.	Academic program begins.
3:20 p.m.	Academic program ends.
3:40 p.m.	Athletics/physical education begins.
6 p.m.	Goldman Library closes.

Transportation

Please carefully review the instructions in the General Information section on transportation and parking on campus.

Garage Guidelines

The entrance to the garage is at the light at Rodman Street and Wisconsin Avenue. Please be attentive to pedestrians and new drivers when driving in the garage.

- Drivers may not use cell phones in the garage unless the car is parked.
- Drivers waiting to pick up passengers should turn their engines off. The garage is a no-idle zone.
- It is not always possible to get in and out of the garage quickly, especially at peak times. Please plan your activities accordingly and remember that safety comes first.
- Pull over to the right and as far forward as possible to allow others to drop off or pick up behind you or easily pass you on the left. Students must enter and exit vehicles on the curb (right) side only.
- If you know that you will have to wait longer than a few minutes, do not wait in the pickup/dropoff lane; park in a space. Do not double-park or block the crosswalks or the intersections. If you cannot find parking, you may park on the lower level of the garage or continue through the garage to allow traffic to flow. Use caution when exiting campus by the post office. The School and the post office share this driveway, and drivers should be mindful of pedestrians on the sidewalk. The light to the right of the driveway is for drivers exiting the School. The light to the left is for the post office.

Parking on Campus

The upper level of the parking structure is divided into visitor spaces, accessible (handicapped) spaces, and unrestricted spaces that are numbered but not assigned. The lower level is for employee parking only. Handicapped and other visitors will also find limited parking on the circle in front of Zartman House. Visitors may use the numbered spaces on the upper level of the garage if visitor spaces are full. Students may only park on the upper level of the garage during the school day. See below for more about student registration and parking.

Student Vehicle Registration

Student drivers must register all cars that they drive to Sidwell Friends or to school-sponsored events—whether or not they park on campus—with the Office of the Dean of Students each academic year. Students who wish to park in the parking garage must request a parking pass through QuakerZone.

Students may park only on the upper level of the garage; if the top level is full, they may park on the ramp lane. They may not park in any of the visitor spaces. They must inform the Office of the Dean of Students immediately if they park anywhere other than the top level. Parking requests are made in QuakerZone by selecting "Update Household Information" and then adding a vehicle record in the section titled "Student Vehicle Registration." The Office of the Dean of Students will review the submitted information and contact the student to pick up their parking pass.

On school days until 3:15 p.m., students may park only in the unrestricted upper-level spaces or on the ramp. After 3:15 p.m., students may also park in the lower level. Students who violate this rule are subject to DC traffic fines as well as disciplinary action by the School. Students parking off campus must follow city parking regulations and must show courtesy to neighbors and other drivers.

Division Organization

The senior Upper School administrative team includes the Upper School principal, the assistant principal for academic affairs, the dean of students, and the US mental health counselor. The principal works closely with the head of school and the associate head of school to manage the operation of the division, and meets regularly with the Parents Association clerks. The assistant principal for academic affairs is in charge of all academic matters, including student support, academic advising, curricular matters, and scheduling. The dean of students oversees student life, student clubs, advisory, discipline, and attendance.

Reporting Absences

The School asks parents to report student absences through QuakerZone by selecting "Attendance/Change Pick-Up" and entering the appropriate information or by calling 202-537-8160 no later than 8 a.m. on the day of the absence. Planned absences are covered under the Student Life section of this handbook.

Student Communications

Students are required to check their email accounts, Class Pages, and QuakerZone daily.

Academic Communications

A student's advisor is a key link between parents/guardians and the School and should be the first point of contact for any school-related questions that parents/guardians may have.

Interim reports are occasional messages from faculty and administrators about academic matters. Interims are posted in QuakerZone, and parents are notified by email to look for the interim communications.

Weekly Newsletter

The primary information source for parents/guardians is the School's weekly Sunday newsletter, *Quaker Notes*. Additional information can be found on the Parent Portal of the website.

Academic Program

Curriculum

The Upper School *Curriculum Guide*, which lists graduation requirements and describes the program and course offerings, is available on the School website.

Diploma Requirements

- 20 credits of academic work, including all distribution requirements.
- Satisfactory completion of community service projects and work program assignments.
- Satisfactory completion of a senior project.
- Enrolled at Sidwell Friends for at least one semester of senior year unless participating in the School Year Abroad program. Students who complete at least two years of normal coursework in the Sidwell Friends Upper School and the community service requirement and who enter an accredited college after 11th grade in lieu of senior year may, subject to approval by the Upper School administration, receive a diploma after the successful completion of the first year in college.

The minimum diploma requirements for each discipline are as follows:

- **Arts**—two credits, one of which must be completed by the end of 10th grade
- **English**—four credits
- **History**—three consecutive credits: Regional Studies in 9th and 10th grades and History of the United States or American Studies in 11th grade (Class of 2029 and beyond); World History in 9th grade, Regional Studies in 10th grade, and History of the United States or American Studies in 11th grade (Classes of 2026, 2027, and 2028)
- **Mathematics**—three consecutive credits: Every student must take math during 9th, 10th, and 11th grades
- **Modern or Classical Languages**—two sequential credits of a modern or classical language while in Upper School: Chinese, French, Latin, or Spanish
- **Science**—three consecutive credits: 9th grade Physics, 10th grade Chemistry, and 11th grade Biology (Class of 2027 and beyond); two consecutive credits (Class of 2026)

In 9th and 10th grades, all students must enroll in the following five subjects:

- **English**
- **History**
- **Mathematics**
- **Modern or Classical Languages**
- **Science**
- **Arts** (required in 9th or 10th grade)
- **9th Grade Studies**—a full-year course that meets once a week and is required for all 9th graders. The course covers topics such as Quaker values, healthy relationships and decisions, adolescent brain development, and mental and sexual health.

Physical Education

The athletic/PE program operates on a trimester system based on the fall, winter, and spring athletic seasons. Students must complete 10 credits of PE/athletics to fulfill the graduation requirement. PE classes count as 1.0 credit. Participation on an athletic team counts as 1.25 credits. All non-playing team managers receive 1.0 credits. Grading is based on attendance, attitude, and effort. A student must participate in a minimum of 80 percent of all classes to receive credit for a season. A student who fails a season must make up the credit. A senior who fails the spring season must make up 24 hours of physical education before graduation. Each failed physical education class will require 24 additional hours of make-up work. A diploma will not be presented to the student until all the makeup hours are completed. Makeup hours, as well as decisions regarding extenuating circumstances, will be made at the discretion of the PE department head in consultation with the athletic director, assistant principal for academic affairs, the principal, and the associate head of school.

Community Engagement and Service Learning

The 9th grade year serves as an introduction to community partner organizations and social issues in the District, including education equity, food security, poverty, and elder care.

As a graduation requirement, students must make a long-term commitment of at least 60 hours with one organization, though many students work beyond this. During the 10th and 11th grade years, students develop individual community projects that may tie into the academic topics covered in sophomore and junior classes. Students can consult a list of organizations or issue areas to explore. Projects must involve direct and active engagement with people in the community so that Sidwell Friends students get to know and build relationships with people in the wider community that they otherwise might not meet.

To start thinking about the individual community commitment, students first identify a social issue area they would like to become involved with. Areas of focus can include, but are not limited to: food security, racial justice, gender equity, literacy, education equity, income inequality, environmental justice/climate change, criminal justice reform, immigration, senior citizens, and LGBTQ rights.

Acceptable projects may fit into one of the following categories:

- **Community Service:** Students volunteer with a nonprofit community-based organization to provide service for clients.
- **Service Learning:** Students engage in community service activities with intentional academic and learning goals.
- **Activism:** Students partner with community-based organizations to address the root causes of social injustice and work to dismantle systems of privilege and power.

Projects that do not fit:

- Charity where students give money, food, or other kinds of help to people in need.
- Animal welfare: Projects must include work with human beings.
- Service at one's own house of worship.
- Camp counselor for conventional camp; camp must focus on underserved children.
- Clerical or office work.
- Museum work.
- Work with orphanages or organizations that maintain the institutionalization of vulnerable children.
- Participating in a service trip sponsored by a for-profit travel organization.
- Medical or scientific research without immediate, direct application to individual or community needs.
- Working for a political candidate or office holder.
- Working for groups whose programs and mission are inconsistent with Friends' testimonies.

This community commitment must be completed by the first day of senior year.

Senior Projects

All members of the senior class are required to complete a senior project in order to graduate. Projects take the place of the academic day (8 a.m.–2:40 p.m.) during the last month of the academic year and so are expected to be appropriately rigorous in terms of time and energy (30 hours/week). The four weeks allotted for senior projects represent an opportunity to engage in an edifying and fulfilling activity. All senior projects must be approved by the Senior Projects Committee.

Academic Policies

Student Course Selections and Schedules

To build community and maximize educational opportunities, the Upper School strongly believes that all students should be present in school for the entirety of the school day, regardless of a student's particular activities outside of Sidwell Friends School (e.g., outside sports practices, outside music lessons, etc.). Requests for class schedule modifications that involve a late arrival or early release will not be granted unless there are exceptional circumstances, which will be determined by the Upper School administration.

Students select their courses in consultation with their teachers, parents/guardians, college counselors if appropriate, department heads, and the assistant principal for academic affairs. While the School will make every effort to accommodate the students' selections, scheduling conflicts and other constraints occur every year that may prevent students from receiving their choices.

Additionally, the School reserves the right to cancel a course when the number of students registered is fewer than 10.

A student's course selections may be modified if facilities, schedule, or enrollment issues warrant a change. Selections may also be altered if the School believes that another program would be better suited to the student. The School cannot honor requests for specific teachers. When course selections have been approved, changes will be made only with the permission of the Upper School administration. Students may take a maximum of six courses, provided that the sixth course is in the arts or computer science. Each student must be enrolled in a minimum of four credit courses each semester. Students enrolled in two or more courses from any one discipline need the approval of the department and the assistant principal for academic affairs.

Student Course Changes

- All adds, drops, or changes in courses must be made through the assistant principal for academic affairs.
- Students may not add a new course to their program after the published deadline. Course adds are subject to availability within the student's schedule and space in the course.
- Students may not choose to drop a year-long course after the published deadline. In some rare and extreme circumstances, such as a documented health emergency, the assistant principal for academic affairs and Upper School principal may allow a course to be dropped after this period. In such cases, a WP (withdrawn passing) or WF (withdrawn failing), as appropriate, will be entered on the student's transcript, and no credit for the course will be granted.
- If the course placement, as determined by the department, is subsequently deemed by the department and the assistant principal for academic affairs to need adjustment, a student's course assignment can be changed by the assistant principal for academic affairs. Any such changes made through the first quarter will not appear on the transcript. Such changes made thereafter will appear on the transcript as a WP or WF as appropriate.
- Pass/Fail: This option encourages students to take courses in areas of study that are new to them or in which they may feel uncertain.
  - Students must declare their intention of using the pass/fail option by the deadline for dropping courses in each semester.
  - Only one normally graded course may be taken on a pass/fail basis at a time.
  - Courses required for graduation may not be taken on a pass/fail basis.
  - Once a student declares the pass/fail option for a course, the student may not subsequently rescind that option in that semester.

All changes in a course of study for a senior must also be approved by that student's college counselor and will be reported to the colleges to which that student has applied or at which that student has been accepted.

Homework Expectations

The goal of student work done outside of class time in the Upper School is for students to engage in academic practice (e.g., in problem-solving and content retrieval), to prepare for class (e.g., reading for class discussions), to study for assessments, and to work on summative projects. Preparation for each class meeting is expected generally to take up to 30-45 minutes of focused work outside of class; students who follow balanced academic routines should feel ready for culminating assessments without additional "cramming." Students who are enrolled in accelerated/advanced courses can expect to devote more independent time to mastering the material given the added complexity. The Upper School schedule affords time for students to complete work assigned outside of class during the school day and to meet with teachers during extension periods for additional support. Teachers and advisors will check in with students to gauge their time management and will offer more efficient strategies to support students' efforts.

Assignments

- Students who miss a test or several days of classwork due to an excused absence are expected to arrange to meet with their teachers to complete any missed work.
- Students who receive interims that address deficits in their performance in a class are expected to meet with the relevant teacher as well as the student's advisor to discuss ways to ameliorate the problem.
- If inclement weather is forecast, students are responsible for taking home any books or instructional material they may need to work from home. In the event of an extended campus closure, students are expected to check their school email, website, and class pages to facilitate any distance learning that may be required.

Academic Dishonesty/Plagiarism

Students are expected to uphold the traditions of an academic community in which all members accept the responsibility to do their own work and to give credit to sources that they use, whether they are found in print or in an electronic format, including the internet. The School's goal is to stimulate independent thinking in students. Any activity by students or those working with students that blocks this goal is unacceptable to the School. Violation of these standards constitutes academic dishonesty. Examples of plagiarism include using direct quotes from an original source without attribution and/or the use of quotation marks; a patchwork of words and ideas taken from reading and held together by the student's own words; a restatement of someone else's analysis or conclusion without acknowledgment that another person's text has been the basis for the recapitulation; or using AI-generated text or language and presenting it as one's own work. Excessive editing or conceptual organization of the material by someone other than the student is also defined by the School as plagiarism. Academic dishonesty also includes deliberate copying from resources on the internet or other sources, or receiving unauthorized assistance from tutors, parents, or technology such as AI and misrepresenting the work as one's own. Students who engage in academic dishonesty will be subject to disciplinary action up to and including expulsion from the School.

For additional information, please see the Student Behavior and Discipline section under General Information.

Examinations

In most instances, students will take examinations in their major subjects at the end of each semester. In the spring, seniors will have a separate examination time. The schedule for examinations will be posted in advance on the website.

Except under the most unusual circumstances, students must adhere to the published examination schedule. Absence for vacation travel is not considered an adequate reason to adjust the schedule. Permission from the assistant principal for academic affairs is required for any deviation from the published exam schedule.

The make-up day is often used for rescheduling exams that are canceled due to inclement weather. Students must be available to take exams on the make-up day, which is a regular school day.

Grading Scale

Upper School teachers use the following numeric grading scale:

A	93 and above	C	73–76
A-	90–92	C-	70–72
B+	87–89	D+	67–69
B	83–86	D	63–66
B-	80–82	D-	60–62
C+	77–79	F	59 and below

Interims and Grade Reports

Interim reports are used at any time to inform the student, the family, the administration, and the advisor of the student's progress or any significant improvement or decline. Interims must be written if a student receives a grade of C- or lower on any major assignment. Parents and advisors will be notified by email when an interim has been posted online.

Progress reports are issued at the end of the first and third quarters with grade ranges and comments for all classes. Grade reports are issued at the end of the first and second semesters.

Semester grade reports will include letter grades (A-F) or pass/fail for all courses, reflecting the teacher's assessment of the student's achievement throughout the semester. Semester grades are recorded separately on the transcript and are not averaged to create a single grade for the year. Please consult the Upper School Curriculum Guide, available on the website, for more information on grading practices.

Progress reports and grade reports are posted online in QuakerZone via the Parent and Student Portals. Final June reports will be withheld until household/student information is updated online for the next academic year and accounts are up-to-date or paid in full. Please contact the registrar at 202-537-8169 or **registrar@sidwell.edu** for help in accessing the reports or to receive paper copies.

Academic Probation

Academic probation will be designated for any student with an F in one or more subjects or with two grades or more below C-. The student will be placed on academic probation for the next quarter, and parents/guardians will be notified.

A student on academic probation must do the following:

- Attend study hall or receive other support during free periods.
- Meet all commitments on time, including arrival at School, attendance in classes, submission of all assignments, and completion of all academic requirements.
- Meet once a week with the learning support coordinator, advisor, or a member of the Upper School administration to review progress. A missed, unexcused appointment will result in points.

If a student has not improved to a satisfactory level by the end of the probationary quarter, academic probation will continue for another quarter.

If, after being on academic probation for two quarters, a student receives grades at the end of a quarter or semester that warrant a third probationary period, the administration will review the re-enrollment status of the student.

A student who has been removed from academic probation will, in consultation with the assistant principal for academic affairs, be encouraged to continue regular attendance in study hall.

A student whose grades do not fit the guidelines listed above but who is experiencing academic difficulty may be placed on academic warning at the discretion of the assistant principal for academic affairs. The student will be given the same academic support structure as a student on academic probation.

Re-Enrollment

See also General Information. A student whose re-enrollment is in question will be denied re-enrollment for the subsequent academic year unless, at the conclusion of the second probationary quarter, either the student has achieved a satisfactory level of performance and the School believes that the student will benefit from and contribute to the School's program in the future, or the School believes extenuating circumstances warrant that the student remains in the School pending further review.

Continued academic probation as described above is not the exclusive reason for denial of re-enrollment. The School reserves the right to deny re-enrollment to any student whose attitude or behavior, in the judgment of the administration, indicates that the student's continued presence in the School would not be beneficial to the student or to the School. The School also reserves the right to deny re-enrollment to any student whose academic performance is so significantly below the satisfactory level in any semester that, in the judgment of the Upper School administration, separation is warranted.

None of this supplants other provisions in this handbook and in the enrollment contract concerning academic standing or requirements.

Transcripts

An official transcript constitutes a full record of all coursework taken in the Upper School at Sidwell Friends. Only full and complete transcripts will be issued. Official transcript requests must be submitted in writing. Official transcripts are sent directly to receiving institutions when accounts are up-to-date or paid in full. Unofficial transcripts are available to parents and students by emailing **registrar@sidwell.edu**.

Academic Advanced Tutorial

If a student has successfully completed the highest level of study offered in the sequential curricula offered in mathematics or languages and wishes to study the subject further, they may request an advanced tutorial, which will be offered only if staffing is possible. All advanced tutorials must be:

- Taught by a member of the Sidwell Friends faculty
- Approved by the appropriate department head
- Approved by the assistant principal for academic affairs
- Approved by the Upper School department heads

A student approved for an advanced tutorial will receive full academic credit for successful completion of the accepted study and be evaluated in the same manner as a corresponding regularly scheduled course.

Academic Independent Study

If a student has a particular interest in a subject that is not covered in the curriculum and has already taken advantage of the many departmental offerings available, they may apply for an independent study.

- Independent studies are limited to seniors unless it is determined by the assistant principal for academic affairs and principal that a junior needs an additional class. Students in 9th and 10th grade are ineligible for independent studies.
- Independent studies may be taken as a sixth class.
- Independent studies do not confer academic credit.
- Independent studies will be evaluated on a pass/fail basis.

- Each independent study will be limited to a maximum of three students.

To appear on a Sidwell Friends transcript, the independent study must be:

- Supervised by a member of the Sidwell Friends faculty
- Approved by the assistant principal for academic affairs
- Approved by the Upper School department heads

To be approved for an independent study, a student must submit an application (available in the office of the assistant principal for academic affairs) that clearly and thoroughly describes the work to be completed, resources necessary for completion of the work, the scheduled meeting times between student and supervisor, and how the student will be assessed. Proposals for independent study must be submitted in the semester prior to its implementation.

Academic Support

Student Support Team

The Student Support Team (SST) meets weekly to provide targeted support for Upper School students as needed. SST is an interdisciplinary team, with representatives from the academic division, health and mental health services, learning support, athletics, and EJC.

The SST's responsibilities are as follows:

- Consult regularly with teachers to identify students who need support.
- Collaborate and create academic plans for students who need individualized support.
- Monitor students' academic progress.
- Monitor students' social-emotional development and create plans to support students' growth and development.
- Work with parents and students to identify appropriate School resources.
- Maintain a list of outside referral resources for families.
- Monitor appropriate communication between outside resources and the School.
- Provide case management after medical absences or other extenuating circumstances.

Learning Support Coordinator

The Upper School learning support coordinator is available to assist students with study skills, work with teachers and members of SST in planning appropriate academic support, consult with families regarding diagnostic testing, and together with the school counselor review diagnostic testing and determine appropriate accommodations. Teachers are every student's primary resource; students who need support are encouraged to meet with their teachers during extension periods and outside of class. In addition, students may be referred to work with the School's in-house writing tutor/academic mentor or other in-house learning support programs such as math, science, and language help. When a student is referred for additional academic support, the learning support coordinator facilitates communication with families and outside tutors to determine goals, progress, and decisions about further support.

Upper School Counselors

The Upper School's counselors are available to provide emotional support to students and offer consultation to families and provide brief, solution-focused counseling to help students with stress management, academic adjustment, and other personal challenges. Parents/guardians may meet with the counselors for recommendations about how to support their child's emotional health. Students who need additional support will be identified and referred for outside therapy or diagnostic testing.

Should mental health emergencies or crises occur beyond the hours of the regular school day, the following phone numbers of hotlines and crisis centers are provided for your information and possible referral needs:

- District of Columbia: 202-561-7000
- Montgomery County: 301-739-2255
- Prince George's County: 301-618-3162
- Northern Virginia: 703-527-4077

Disciplinary Policies

Sidwell Friends expects students to behave in a way that reflects respect for the educational mission of the School, for the personal safety of the members of the community, and for school property. Appropriate behavior during in-person and virtual activities is essential for the successful functioning of the school community. Therefore, behavior deemed inconsistent with these standards is subject to sanctions. See the General Information section on discipline for a description of the School's general policies and procedures.

The Honor Code

The honor code is a general statement of principles concerning personal honesty and academic integrity and their importance in the life and health of the School. The code reads as follows:

> *Personal integrity and academic honesty are fundamental principles that must be upheld by all members of the Sidwell Friends community in order to create an atmosphere in which trust, scholarship, and friendship may flourish. These principles are in accord with Quaker notions of common decency and respect for the rights and feelings of others.*

Violations of the honor code are considered serious infractions of the School rules and will usually be addressed by the Honor Committee. Examples of behavior that clearly violates the honor code include lying, cheating, plagiarism, stealing, vandalism, fighting, misconduct during meetings and classes (in-person and/or virtual), as well as online social media. In addition, any similarly serious departure from ethical and moral behavior, including offensive behavior and/or speech toward others, is also considered a violation of the honor code.

The Point System

Less serious infractions are normally addressed through the point system. Points are assigned for attendance and behavioral infractions ranging from one point for lateness to school to nine points for an unexcused absence from Meeting for Worship. Students have one week from the date points are posted to remedy any errors in their attendance or disciplinary record. Points can be addressed by the students through an email to the teacher and will require confirmation from that teacher via email to the Student Life Office. After one week, all points remain as originally posted.

Behaviors inconsistent with the respect for mission, person, and property that is expected by the School are subject to point sanctions. These include but are not limited to the following examples of such behavior:

- Unexcused absence from or lateness to class or work program
- Disturbing or disrupting classes by shouting, running, playing music, using athletic equipment, or roughhousing in hallways, stairways, the library, or the dining room (basketballs and lacrosse sticks are not allowed in the Upper School building)
- Defacing or otherwise mistreating furniture or other School property
- Littering
- Card-playing in the hallways
- Disregarding or flouting School safety guidelines and protocols
- Not accurately displaying your full name during synchronous activities on online platforms
- Using or encouraging offensive speech or obscene language
- Entering or exiting campus via an unauthorized gate
- Unsafe driving on campus
- Parking inappropriately in the garage
- Lying down in, causing a disturbance in, or otherwise disrespecting Meeting for Worship
- Driving or riding in vehicles during school hours, without specific permission
- Failing to obtain proper authorization for college visits or pre-excused absences
- Bringing toy weapons of any kind, including water pistols and water balloons, to Sidwell Friends School or to any school-sponsored event, which may result in an automatic Loss of Privileges

Loss of Privileges (LOP)

Any student who accumulates more than eight points in any academic quarter will be denied privileges for a period of five consecutive school days—the Loss of Privileges (LOP) period. Students are responsible for checking their points in the email updates they receive each day. They have one week to resolve mistakenly assigned points.

When a student loses their privileges on campus, they are not allowed to go off campus for lunch and they are not allowed to have any phone with them in school for five consecutive school days. During that five-day LOP period, the student shall leave their phone in the Student Life Office with the administrative assistant or dean. The student may retrieve their phone each day at the end of the last period of the official school day. Should a parent need to get in contact with their student, they should call the Student Life Office. Failure to submit their phone on any day will add an additional two days of LOP to the student's obligations. Alternatively, the dean may require a student who has lost their privileges to attend five consecutive lunchtime study halls and/or study halls during their free periods during those five days; missing a study hall will add an additional two days of LOP to be served. A student

under lunch LOP will not be allowed to participate in any lunchtime co-curricular activities such as student club meetings. They will be required to attend a proctored silent study hall during which they may not use a laptop or other digital device. A student may request permission in advance to attend to obligations such as a meeting with a teacher or an advisor. Parents/guardians and advisors will be notified in advance that a student is in danger of reaching LOP. Any attendance or disciplinary points earned while under LOP shall be counted toward a second eight-point LOP limit for the remainder of the quarter. Students who accrue an excessive number of points while under LOP may also face an additional LOP or may be required to appear before a subcommittee or the full Honor Committee. Any student in LOP status more than twice in a single academic year may come before a subcommittee or the full Honor Committee and risks suspension or expulsion.

It is School policy not to excuse students for early vacation departures, extensions of vacations, or other absences that are not a consequence of family or medical emergencies. Parents/guardians should understand that in the event of such absences, teachers will not honor requests for special accommodations or arrangements such as rescheduling a missed test or quiz or extending a deadline for an assignment. Students who leave under such circumstances will face LOP of three days for each day or portion of a day missed and will not be allowed to make up work missed. Exceptions will be made only in the most unusual circumstances.

The Honor Committee

In the Upper School, major disciplinary problems are dealt with by the Honor Committee, which recommends action to the principal and head of school or designate, who have the final responsibility for all disciplinary actions. As an alternative, an Upper School student may, with parental permission, choose to have a serious disciplinary problem dealt with by the School administration.

The student-faculty Honor Committee helps preserve and protect the principles embodied in the honor code.

The Honor Committee may review cases of second and third LOPs resulting from violations of the School's disciplinary point system. When cases are brought before the Honor Committee, it is the responsibility of its members to determine guilt or innocence and, when a student is found guilty, to recommend consequences or other action to the School administration.

The Honor Committee also functions as an educational body by publicizing the honor code, helping to define and clarify standards of behavior, and acting to heighten the School community's awareness of ethical and moral issues.

The Upper School Honor Committee comprises eight students (two students from each class who are elected by the student body), two members of the faculty who are elected by the faculty, the dean of students, and one faculty/administration/staff member selected by the principal and the dean of students. A student may not simultaneously be a member of the Honor Committee and the student government. Any student who holds an elected office may be removed from office if, in the administration's judgment, they have violated the honor code or have otherwise violated School policy in a manner that compromises the integrity of the office. The two senior class representatives will alternate as clerk of the Honor Committee each semester. The dean of students will serve as convener of the Honor Committee.

The Honor Committee will follow this sequence in dealing with cases:

1. When a possible violation of the honor code is brought to the attention of a member of the Honor Committee, the dean of students, in appropriate consultation, will determine a suitable course of action.
2. The dean of students will determine if the case warrants consideration by the entire Honor Committee. If it is felt that the case does not warrant consideration, members of a subcommittee will provide appropriate advice and counseling or penalty. Under most circumstances, all cases that appear to be serious enough to warrant consideration of suspension or expulsion will be dealt with by the Honor Committee.
3. Under extraordinary circumstances, a student may, with parental permission, make a request to the principal to have their case dealt with directly by the administration. Any such request must be justified on grounds other than those of mere personal convenience and will be granted or denied at the discretion of the principal. Once a case has begun, the student may not request a change in the procedure under which it is being considered.
4. The dean of students will notify a student's parents in a timely fashion if a case appears serious enough to warrant consideration of suspension or expulsion.
5. All Honor Committee proceedings are confidential, and all decisions and recommendations will be made in closed session. Honor Committee proceedings may occur virtually or in-person as determined by the dean of students. No Honor Committee proceeding may be electronically recorded.
6. If the Honor Committee determines that guilt is established, it will recommend an appropriate consequence or other appropriate action to the principal and head of school or associate head of school, who are responsible for all disciplinary decisions and have the right to accept, reject, or amend the recommendations of the Honor Committee. If the principal and head of school or

associate head of school do not accept the Honor Committee's recommendations, they will meet with the Honor Committee to discuss the reasons for their decision.

7. Honor Committee decisions and recommendations, including the name of the student involved and the nature of the offense, will almost always remain confidential. The Upper School dean of students is responsible for informing appropriate members of the faculty.

Students who appear before the Honor Committee or a subcommittee will be accorded the following rights:

1. They will be provided written statements describing the charges against them and their rights and responsibilities.
2. They will be entitled to at least 24 hours between the time they are presented with a charge and the time they are called to appear before the Honor Committee or a subcommittee.
3. They will be entitled to be present during all testimony and will be entitled to question all witnesses.
4. They will have the right to invite up to three people to be silently present during the hearing. These people may include parents, an advisor, or any other members of the School community who are not acting in a legal capacity.
5. Parents/guardians are strongly encouraged to attend Honor Committee hearings.
6. They may call as many witnesses as they feel are necessary.
7. If they feel that they have been unfairly treated during the proceedings, the students may speak to the principal and head of school or associate head of school before they consider the Honor Committee's recommendations.
8. They will not have the nature or disposition of Honor Committee proceedings appear on their transcripts.

Students are advised to be completely honest when they appear before the Honor Committee or a subcommittee. Students who lie to either body will face serious consequences.

No document or set of procedures can cover every possible contingency, and no set of guidelines for conduct ensures that the standards of the School community will be upheld. In the final analysis, goodwill, compassion, and common sense should guide all dealings with one another.

The honor code and Honor Committee charter may be revised by referendum. All Upper School students are allowed to vote. The referendum will pass by a two-thirds vote of the student body and by consensus of the Upper School faculty.

Administrative Hearing

In some circumstances, the administration may determine that it is not appropriate for a case to come before the Honor Committee (examples include but are not limited to matters of harassment, disrespectful behavior to a faculty or staff member, cases involving threats and/or acts of violence, and incidents involving drug and alcohol use). In such cases, students will be given an administrative hearing, which is conducted by appropriate members of the administration and/or faculty.

The process for an administrative hearing is generally the same as that followed by the Honor Committee. Under extraordinary circumstances, a student may request an administrative hearing rather than an Honor Committee hearing. These requests will be considered by the dean of students or the Upper School principal and will be granted only in rare and unusual circumstances. Like other discipline proceedings, administrative hearings may not be electronically recorded.

Major Infractions

Honesty, integrity, physical safety, and regard for Quaker foundations are the bedrock of the School's expectations. Academic dishonesty; theft; vandalism; gambling; the use or possession of drugs, alcohol, weapons, or tobacco on campus; and behavior that may threaten the well-being of a member of the community are intolerable and are subject to suspension or expulsion. These and all major disciplinary cases will be addressed by the full Honor Committee and/or by the administration of the school. The School owns a Breathalyzer and reserves the right to use it to verify the sobriety of students at School events when their behavior warrants suspicion. The minimum disciplinary response for a violation of the Drug and Alcohol Policy is a three-day suspension, a mandatory substance abuse evaluation at Suburban Hospital or a similar program, and the successful completion of any recommended substance abuse treatment program.

In non-contested disciplinary situations, such as smoking, alcohol incidents, graffiti, and multiple LOPs in a single academic year, the administration will usually decide the consequence of the infraction, since there are standard penalties based on precedent. This allows for a more timely response to the situation. If the student feels they have been unjustly accused and/or there is a question of guilt or innocence, they have the right to have an Honor Committee hearing.

Sexual Activity

Central to Sidwell Friends' mission is promoting respect, which is the basis of all healthy relationships.

Students and parents/guardians must understand that under state criminal statutes, there is an age of consent. A student who engages in sexual relations with a student beneath the age of consent may face criminal charges.

Students who engage in sexual intercourse, oral sex, or other sexual activity on campus at any time may be subject to a disciplinary process, including suspension and/or expulsion. In addition, the School will comply with all reporting obligations under DC law.

Sidwell Friends does not provide reproductive health services.

Information regarding the School's policies on sexual harassment and sexual assault can be found in the General Information section of this handbook.

Day of Reflection

A day of reflection requires the student to be separated from the community so as to have time to reflect on their violation of School standards. In most cases, the student will be on campus but will not participate in any school activities. The student may have special assignments determined by the dean of students. The student will not attend any of the day's activities, including participation in Meeting for Worship, club activities, and after-school events. As they are separated from the community, they are also not allowed to communicate with other students during the hours of the school day.

Disciplinary Probation

From time to time, the Upper School administration or head of school or designate may wish to place a student on disciplinary probation as an awareness-raising mechanism. Usually this takes place when a student has developed a habit of poor decision-making or engaged in one isolated incident that shows poor judgment by the student. The length and stipulations of this probation are individualized based on a student's specific situation. If a student violates community standards while on probation, disciplinary consequences may be more severe.

Suspension

A suspension requires a separation of the student from the School community for a specified period of time and must be served off campus under the supervision of a parent or guardian. During the suspension period, the student will not attend any school activities, including participation in Meeting for Worship, club activities, and after-school events. As they are separated from the community, they are also not allowed to communicate with other students during the hours of the school day during the period of suspension.

Expulsion from School

When the School deems that a student should be permanently separated from the community, that student is not to be on campus at any time or at school-sponsored events of any type for one calendar year from the date of expulsion, which generally will be considered the date attached to the letter of expulsion from the head of school. The School reserves the right to deny an expelled student campus access beyond the one-year period if deemed it is in the best interest of the School community.

Other Consequences

Depending on the circumstances, other disciplinary or non-disciplinary responses may be required, such as counseling; research and essay writing; psychological counseling; alcohol or drug assessment, testing, or treatment; restitution; or whatever other disciplinary or responsive action the head of school or division head may determine to be appropriate under the circumstances.

Reporting of Discipline to Colleges

Colleges rely on the College Counseling Office to present a complete, candid, and accurate description of students. Our college counselors adhere to the "Guide to Ethical Practice in College Admission" and, when required, will respond accurately and appropriately to colleges, providing further context and explanation for any disciplinary actions about which they inquire. Counselors will work closely with students who need to write explanations to colleges, and Sidwell Friends will fully support any student the School considers in good standing.

College Counseling and College Visit Policies

The College Counseling Office provides a comprehensive program for all students and their families. Through a combination of workshops, presentations, and individual and family meetings, the college counselors provide information and advice on all aspects of the college admissions process. Please see the College Counseling portion of the Parent and Student Portals for more detailed information.

College Visit Day for Juniors

Juniors who wish to visit colleges are allowed to miss one day during the spring semester to do so. Before making travel arrangements, students must request approval by obtaining a college visit day form from the Office of the Dean of Students as well as seeking approval from individual teachers one week prior to the planned visit. In addition, the parent/guardian must submit a logistics request form. College counselors and individual teachers may discuss the appropriateness and timing of the requested day off before the student receives approval from the Office of the Dean of Students. Teachers may refuse to approve the absence if they feel the student's request is unwarranted or poorly timed. Students must obtain the approval of the Student Life Office and signatures of teachers (including physical education teachers) of all the classes they will miss, acknowledging that the students have discussed with them a plan for making up missed work prior to their absence. Students must then hand in the completed form to the Office of the Dean of Students. Failure to follow this procedure will result in points.

College Days for Seniors

Seniors are permitted three total self-scheduled College Days during the year for campus visits, completing college applications, catching up on schoolwork in the fall, or for admitted student visits in the spring. To use a College Day, students must fill out a pre-excused College Day absence form at least seven days before the requested College Day, available from the Office of the Dean of Students. Students should discuss the appropriateness and timing of the days off with their college counselors before submitting the form to the dean of students. The dean must approve the proposed day off from school before the form is circulated to individual teachers and the dean may deny a requested College Day if the student's request is unwarranted or poorly timed. Students must obtain the signatures of teachers (including physical education teachers) of all the classes they will miss, acknowledging that the students have discussed with them a plan for making up missed work prior to their absence. Students must then hand in the completed form to the Office of the Dean of Students. Failure to follow this procedure will result in points.

Senior College Days will not be granted on any exam day. A senior who has used up their three days but still wishes to visit colleges may miss additional days; the student will be assigned two points for each day missed. In such a case, the senior must fill out a regular pre-excused absence form seven days in advance and have it signed by their college counselor. Failure to properly complete a College Day form will result in an unexcused absence in this instance as well. Students will be allowed to make up work missed during these days at the discretion of their teachers.

Student Life

Students are required to check their Sidwell Friends email and Class Pages daily and to carry their Sidwell Friends ID cards.

Advisors

Each Upper School student is assigned an advisor who supports and guides them in their academic endeavors, working with them to balance their extracurricular activities. Parents/guardians should contact their child's advisor with questions and concerns. The advisor will communicate, coordinate, and monitor responses to issues affecting academic performance or the life of a student in this community. Parents/guardians will be notified at the beginning of each academic year by their child's advisor about how to contact the advisor. The advisor is a parent's primary point of contact with the School. Most advising is conducted in individual meetings. Advisories also meet as a whole group, typically once a month. Any general questions about advising should be referred to the dean of students.

Attendance

Consistent and reliable student attendance is at the core of the Upper School's mission and the student's learning. Sidwell Friends expects students to be on time for school and to keep their required appointments. It is always the responsibility of the student to make up work missed due to absences. Students who cannot keep an appointment should let the others involved know ahead of time using one of the appropriate procedures outlined below. An appointment is any scheduled meeting with another person (e.g., any class for which the student is registered, help sessions, individual appointments with teachers, tutoring sessions, meetings, work programs, and study halls).

Typically, students who are not well enough to come to school by the end of the first period of the day. should not attend school that day. Special accommodations may be made for students with chronic health conditions. Invalid reasons for lateness include catching up on sleep, finishing a paper due that day, taking extra time to study, etc. A

student who is ill and might be contagious may not attend school.

A student who is late due to traffic or other family reasons will not be excused, except in the special circumstances relating to snow or other inclement weather. With the exception of seniors in their second semester, all students must be at school at 8 a.m. Please see the section on the Second Semester Senior Privilege for additional information.

The following procedures for attendance must be followed:

- It is School policy not to excuse students for early vacation departures, extensions of vacations, or other absences from school that are not a consequence of family or medical emergencies. Parents/guardians should understand that teachers will not honor requests for special accommodations or arrangements such as extending deadlines or rescheduling missed tests or quizzes in the event of such absences. See Loss of Privileges under Disciplinary Policies.
- When students anticipate the necessity of missing school for special appointments, parents/guardians are required to state the reason in an Attendance/Change Pickup request in Quakerzone. Any formal written invitations should also be emailed to the Office of the Dean of Students. All such requests must be submitted no later than one week in advance to the Office of the Dean of Students. It is strongly suggested that if the schedule is known in advance, it should be shared with the dean of students. If approved, students will obtain a pre-excused absence form with the dean of students's signature. Students must then obtain the signatures of teachers (including physical education teachers) of all the classes they will miss, acknowledging that the students have discussed with them a plan for making up missed work. Students must then hand in the completed form to the Office of the Dean of Students. Failure to follow this procedure will result in points and/or unexcused absences and tardiness
- If a student is absent unexpectedly, the School requests that parents report this in QuakerZone by selecting "Attendance/Change Pickup" and entering the appropriate information or by calling 202-537-8160 no later than 8 a.m. on the day of the absence. Voicemail messages can be left at any time before 8 a.m. on the day of the absence. It is the School's right to determine whether an absence is excused. Students who are able to attend school but who cannot participate in sports due to injury are expected to report to their physical education class or team practice. The teacher or coach will determine how the student should use that time. See Health Services in the General Information section for instructions about how to handle sudden illness during the school day.
- If a student is planning to be absent, the School asks that parents report this in QuakerZone by selecting "Attendance/Change Pickup."

Please note the following conditions:

- Students who have been approved in advance for an excused absence must ensure they are up-to-date on all assignments prior to their absence.
- Students who request permission to miss school or class for scheduled, recurring medical, physical, or mental health appointments must inform the school counselor (mental health) or the Health Services Office of the nature of the appointment. These offices will work with the Office of the Dean of Students and parents/guardians to set up a schedule for attendance reporting.
- Students with new or recurring athletic appointments must request approval from the Office of the Dean of Students and provide the proposed schedule at the beginning of each semester. Parents/guardians must submit the schedule and a logistics request form no later than one week prior to the absence date. These requests should be submitted on an individual basis.

Chronic Absenteeism

Truancy is defined as missing more than 20 percent of the School year (unexcused absences). The School is required to report students who are chronically absent and meet the truancy threshold to the District of Columbia.

Any student who misses 20 percent or more of the class meetings during a semester (11 classes in one semester and 22 over a year) for any reason, including prolonged illness or other absences (both excused and unexcused), may be required to withdraw from the course. Prior to this threshold the parents/guardians and student will be contacted and a meeting will be required with the parents/guardians, student, dean of students, assistant principal for academic affairs and other relevant members of the Student Support Team. Exceptions to the attendance threshold may be permitted at sole discretion of the Upper School administrative team.

Absences Affecting Athletic and Extracurricular Activities

Students participating in an after-school activity must have attended a full day of school on the day of the activity. Exceptions to this rule are rare. All exceptions must be approved by the dean of students and requests must be submitted well in advance of the day. See the College Counseling section for information on absences for college visits.

Clubs

School clubs at Sidwell Friends are open to all students. A student club should work to sustain the broad educational mission of the School and extend it into the co-curricular life of the student body. To become a recognized (nonathletic) club, students must write out a clear statement of purpose for their proposed club, explaining their goals and the activities in which the club will engage and naming their

faculty advisor. This statement must be given to the grade level dean in charge of student clubs for approval. This decision might, in certain circumstances, also involve the dean of students and principal. This process does not apply to athletic team clubs, which are handled by the athletic director.

The School recognizes that field trips can be a meaningful part of club activities. These trips should either help expose the students to experiences closely connected to their mission or should enable them to gain necessary skills or information in order to develop their group's work. The club must discuss the field trip with both their faculty advisor and the grade level dean in charge of student clubs. Final approval must be given by the principal, who will base the decision not only on the substantive nature of the trip itself but on whether it fits into the school calendar. Every effort will be made to accommodate meaningful trips.

Clubs are encouraged to raise money on behalf of their chosen causes, but they must follow these guidelines in order to do so:

- Clubs may raise a maximum of $1,500 over the course of the academic year; monies above this amount must be approved by the Administrative Team.
- All clubs must fill out a form found in the Office of the Dean of Students before raising money or ordering items for sale; this form must be signed by the club advisor and submitted to the grade level dean in charge of student clubs.
- Clubs needing money up front to purchase items must get a loan from the student activities budget rather than raise money privately. All funds raised must be submitted to the grade level dean in charge of student clubs, the dean of students, or club advisor on the day of their receipt for deposit at the business office.
- Students are not permitted to keep club money. Each club will have its own bank account number. Each club must appoint a student treasurer who is responsible for working with the club advisor and grade level dean in charge of student clubs to keep accurate records of club funds and receipts for all expenditures.

Student clubs may apply to host a Collection. The dean of students and the principal will be involved in selecting the best proposals. A deadline will be announced in September for assembly idea submissions; well-planned, engaging proposals have the best chance of success. Clubs should also work with the grade level dean in charge of student clubs to offer a lunch meeting the same week of the Collection for continued discussion.

Dress Code

Clothing choices must adhere to the values of the School and must allow for normal daily movement. The Quaker tenet of simplicity is expected. Clothing should not restrict full range of motion or require frequent readjustment. The torso must be covered. Undergarments may not be visible, and all garments must cover up to one inch of the armpit. Footwear must be worn at all times and should not mark the floor. Additionally, students may not wear clothing with messages or images that conflict with the School's values.

The School administration and faculty will use the above guidelines to determine appropriate dress. A student whose attire violates the Dress Code will be informed of the violation and of the disciplinary consequences, not exceeding two disciplinary points and not directly resulting in a LOP.

The student will be required to correct the Dress Code violation, either with the student's own clothing or with clothing provided by the School. Attire that has previously been deemed a violation of the Dress Code should not be worn to school. If parents/guardians or students are unsure of the appropriateness of the clothing item with respect to the Dress Code, it should not be worn to school. Attire for online synchronous classes and activities must adhere to the guidelines listed above as well.

Guests/Visitors

Occasionally, students may wish to bring a friend or family member from out of town or another school to the Upper School for the day. Students must request permission for such visitors from the Office of the Dean of Students. On the day of the visit, the student should bring the visitor to the Office of the Dean of Students to be introduced. The visitor must accompany the student to all classes. The Sidwell Friends student is responsible for the behavior of the guest.

Leaving School

A student who needs to leave campus for a specific appointment must obtain permission to do so from the Office of the Dean of Students. Parents must have submitted the request through the Parent Portal in advance. The student must sign out and sign in on return, and submit their cell phone number for emergency contact. Students leaving campus should always carry their Sidwell Friends student ID.

The School requires parental permission before approving a student's request to leave campus during the school day. The School cannot accept parent/guardian requests to impose special restrictions for their particular children.

Any limitation that goes beyond School policies that parents/guardians wish to impose on their children must be agreed to between parents/guardians and their children without the expectation that the School will assume any role in enforcing individual family rules.

Absence from school without permission is a breach of trust and will be considered a serious offense, which may result in strong disciplinary action, ranging from loss of privileges to expulsion, depending on the circumstances surrounding the incident. Students whose parents contact the School requesting that they be excused during the school day for an appointment must obtain permission from the Office of the Dean of Students and sign out according to School policy. Typically, students are not excused from the academic school day in order to attend tutoring sessions or athletic activities that are not part of the Sidwell Friends program. Students may not drive away from campus, ride in a car, or operate an automobile during the academic day without special permission from parents/guardians and a member of the Upper School administration.

Lockers

See also General Information. Each student is assigned a locker in both the Earl G. Harrison Jr. Upper School building and the Athletic Center and is responsible for keeping them in good condition. Lockers are inspected before they are assigned, and records of their condition are made. They are examined at the end of the year, and students are charged for any damage to or defacement of the lockers. Students may not paint or otherwise decorate the outside of their lockers. Lockers may not be altered with graffiti, and items such as pencils may not be inserted into lockers to prevent the door from locking. Disciplinary action will result from interfering with the function of the lockers. Food may be stored in lockers only in sealed containers. It is students' responsibility to empty lockers for cleaning prior to winter vacation as well as the end of the school year. Items left in lockers either time will be thrown away. There will be a $5 charge if a student requests a changed combination during the school year.

Lost Items

Students who have lost possessions should check in with the Office of the Dean of Students. Students who find lost items are asked to turn them in to the Office of the Dean of Students.

Meeting for Worship

Meeting for Worship is an integral part of community life at Sidwell Friends. Students are expected to arrive promptly and behave appropriately, whether Meeting for Worship is in-person or virtual. Absence from Meeting for Worship is considered a breach of communal trust and a serious offense. An unexcused absence from Meeting for Worship results in an automatic LOP that will begin the following academic day.

Second Semester Senior Privilege

Beginning in the second semester, seniors receive the "senior privilege" of arriving on campus for in-person learning in time for their first commitment and leaving after their last commitment, rather than being required to stay on campus from the start of the school day to the end of all classes. However, there are several stipulations that must be upheld in order for seniors to exercise this privilege:

- Seniors must sign in when they arrive on campus; all seniors must sign out if they leave before the end of the school day.
- All seniors are expected to attend Meeting for Worship.
- The administration may revoke senior privileges for academic or disciplinary reasons.
- A commitment is defined as a class, Collection, class meeting, advisory, work program, any assigned tutorial, or an appointment with a member of the faculty or staff.
- Students who are LOP'd for excessive points or other reasons defined by the administration lose the privilege of late sign-in and early sign-out.

Sharing Student Work in Print and Online

Sidwell Friends School encourages Upper School students to produce student publications that enrich and challenge students, writers, and readers. The publications should be managed in a manner consistent with Quaker teaching and business practices, and the content should model the School's belief in continuing revelation, that there is that of God in everyone, and that information and discussion are the foundations for improving the community on campus and around the world.

The Upper School encourages students to pursue their journalistic and artistic passions while helping them create an environment that will cultivate their skills and leadership. In return, student publications must be open to participation for all students. The School adheres to the following guidelines for creating and managing official Sidwell Friends student publications, whether in print or online.

Creating a New Publication

Student publications must be proposed and reviewed by students with faculty supervision. Each student publication needs a faculty advisor who is willing and able to review and approve content and format.

Students must propose any new publications or publication formats to a faculty advisor. After faculty review, the students and faculty advisor will present the proposal to the grade level dean in charge of student clubs. If appropriate,

the grade dean will submit the proposal for final approval to the dean of students and the principal. Final approval may require a meeting of the Upper School administration, the students, and the faculty advisor.

Publication Process

All content published by an official Sidwell Friends publication must be reviewed, edited, and approved by the faculty advisor before posting/publication. Advisors need one week to review the final content and layout.

For print publications, student editors may send the final documents to the printer after the advisor approves them.

For online publications and online publishing of print publications, student editors should send proposed content to the advisor for approval for online publication. Student editors will then upload the articles onto the School website and the faculty supervisor will review and publish.

Online Content for Non-Publications Clubs

Student clubs should use the student activities group space of the Sidwell Friends website for official club communication, announcements, meeting minutes, and so on. Student clubs should also work with the assistant dean of students and the School's Office of Communications to periodically update and revise their club description on the website.

Clubs that believe an outside online account is critical to their mission must obtain approval from the dean of students before any such account is created; this may include meeting with members of the administration and Communications department to discuss membership, guidelines for publishing content, and privacy settings. Such outside accounts include, but are not limited to, Facebook, X, Instagram, Snapchat, etc. All outside accounts are required to follow the official Sidwell Friends account and allow the official Sidwell Friends account to follow them in return. Likewise, the use of "Sidwell Friends," "Sidwell," or "SFS" name or logo must be approved by the faculty advisor, the principal, and the Communications department.

Social Events

In keeping with the Quaker tenets of simplicity and equity, the School urges parents/guardians and students to be mindful and inclusive when planning social events outside school. Parents/guardians and students should abide by current and up-to-date guidance from local public health officials regarding safe practices in all of their event planning.

Furthermore, parents and students should refrain from hosting events/parties that directly conflict with school events.

Solicitation

Solicitation of parents/guardians by student organizations for financial and other support must be approved by the principal or the director of athletics. Final approval must be obtained from the assistant head of school for advancement. Please see the section on Philanthropy for Sidwell Friends in the General Information section of this handbook for additional information.

Student Government

Student government consists of 16 annually elected representatives (four from each grade) and two faculty advisors. A senior clerk and a junior clerk are chosen by the representatives to lead meetings and oversee the four subcommittees:

1. administration and faculty relations;
2. academic matters;
3. School policies and student affairs;
4. and social events and School spirit.

The group will employ Quaker decision making and organize periodic meetings for business with all students, faculty, and staff of the Upper School. Through this body, students will have a constructive and active channel for their efforts in improving the Sidwell Friends community. The full charter is available in the Office of the Dean of Students.

The Fox Den School Store and Café

Please see the General Information section of this handbook for additional information.

Upper School Electronic Device Policy

To limit the constant distraction of devices, eliminate the risks they pose to academic integrity, and enhance the quality of in-person communication within the community, the School has restricted device usage during the academic day. These devices may only be used outside of school buildings during the academic day unless students receive permission from a teacher or administrator.

For the purpose of this policy, "portable devices" are defined as any technological device excluding laptops. Students may use portable devices outside of school buildings consistent with the following rules:

- Portable devices must be turned off and out of sight during the academic day except when a student is outdoors during free time or when a faculty or staff member explicitly gives students permission to use the device.
- Portable devices may not be brought into the Robert L. Smith Meeting Room.
- Headphones and earbuds may only be used with laptops in approved areas of the Upper School buildings.

- Video games and streaming of entertainment videos are not permitted on any device on campus during the academic day.

Violations will result in LOP points as well as confiscation of the devices until the end of the day.

Using Unscheduled Time

In accordance with the School's belief that students should accept increasing responsibility for their own well-being, they will have increasing amounts of time to use according to their own best judgment. In 9th grade, students may be assigned to study hall according to the demands of their schedules. Students of any grade in academic difficulty may also be assigned to study hall during their unscheduled time.

Since students will decide how to use their unscheduled time, the office cannot always know where every student is on the campus at all times and therefore may not be able to locate a student immediately.

The Earl G. Harrison Jr. Upper School Building opens at 7 a.m. and closes at 6:30 p.m. Classrooms are locked at 4 p.m., and students are not to be in classrooms after that time. At no time should a student be in faculty offices without a faculty member present. Goldman Library is open from 7:30 a.m. until 6 p.m. Monday through Thursday and until 4 p.m. on Friday. Students must have special permission to enter the building before 7 a.m. or after 6:30 p.m. Students who enter the building without authorization or who remain in the building outside of normal hours without permission are subject to disciplinary action.

Possession and/or use of any building keys shall be considered grounds for immediate expulsion. Furthermore, illegal entry or breaking and entering or staying in the building after hours can be a felony and may be subject to legal prosecution.

Students may wait for rides in the Upper School vestibule between 4 and 6:30 p.m. Parents should be aware, however, that the School does not provide adult supervision during this time. Students not involved in school activities are allowed to remain on campus as a courtesy and convenience to families who, for transportation reasons, cannot pick up students at the end of the school day.

Between the hours of 8 a.m. and 4 p.m., members of the administrative staff or faculty are in the Earl G. Harrison Jr. Upper School building and available to assist students should an accident occur. However, Upper School students are not under the constant supervision of an adult. During the school day, students are free to meet and work in all open rooms in the Upper School, Goldman Library, Kogod Arts Center, and Zartman House, as well as to use school grounds, whether or not an adult is present. The library and Athletic Center are the only supervised buildings open to students after 4 p.m. Students may only be in the library and Athletic Center with supervision.

It is the responsibility of parents/guardians to determine and make clear to their children under what conditions they may drive or be driven by other students to and from campus and to school events. The School takes no responsibility for deciding which students may drive to and from school and whether or not they may have other student passengers.

Work Program

In keeping with the Quaker tradition of encouraging the individual to assume responsibility for the well-being of the community, in 10th grade Upper School students perform tasks that contribute to the operation of the School. These jobs are assigned at the beginning of the academic year and become part of a student's obligations as a member of the community. Satisfactory completion of work-program assignments is a requirement for graduation.

Health Services

See the General Information section for information on medication and health policies.

Sidwell Friends healthcare coordinators are registered nurses who maintain student health records and manage physical health concerns. The coordinators consult with teachers on the medical and physical well-being of all students and are essential members of the Student Support Team.

Parents/guardians should consult with the healthcare coordinators if health conditions appear to impede a student's academic performance.

Students must be excused by a member of the Health Services team if they miss a class or leave school due to illness. A member of the Health Services team will call the office of the Upper School dean of students and advise staff of the student's whereabouts. If necessary, the student will be allowed to leave school, but only if a parent or guardian has been notified.

Please call the Health Services Office on the DC campus 202-537-8130 with information about the nature of a student's illness so that trends of contagion can be tracked and contained.

Physical Education and Athletics Program

Please also refer to the Athletics section of this handbook.

The physical education and athletics departments operate on a trimester system. All PE/athletic grade reports will be included on a student's official transcript. Students must complete 10 credits of PE/athletics in order to fulfill the graduation requirement. PE classes count as 1.0 credit. Participation on an athletic team counts as 1.25 credits. All non-playing team managers receive 1.0 credit.

All Upper School students will register online in May for the following year's physical education classes and athletic teams. It is the responsibility of the students to make sure they are properly enrolled in a class or on a team before a season begins. Failure to attend a class or team practices at the beginning of a season could result in failure for that season. Students who wish to apply for an independent study must have their completed application forms returned to the Athletic Office prior to the beginning of the season. Application forms can be downloaded from the Athletics page of the website. A student has two weeks after the start of the athletic season to make any class/team changes. A student who decides to quit a team will not receive a passing grade for that season. However, if it is felt by the administration that dropping off a team is in the best academic interest of the player, then an exception may be made. The student will then be required to finish the season in a physical education class. A meeting with the athletic director, principal, assistant principal, advisor, coach, and parents/guardians may be necessary in order to settle on the proper decision.

Athletic Expectations

Athletes represent the School and their teams. Good sportsmanship must be displayed at all times. This includes showing respect for teammates, spectators, officials, and members of the opposing teams. Failure to do this will lead to disciplinary action. Participation on a competitive team implies specific responsibilities as an athlete. Athletes should commit themselves to striving for a maximum performance by doing the following:

- Strive for both team and personal goals.
- Attend all practices and games, including weekend and vacation-time practices and trips.
- Practice time management and daily planning to avoid conflict with participation.
- Maintain a positive attitude at all times.
- Avoid disciplinary problems that result in LOP or suspension that can adversely affect team morale and performance.
-

Athletic Lockers

Upper School students are provided with a locker in the Athletic Center and are required to provide and secure it with a combination lock (key locks are not permitted) before being permitted to keep athletic equipment there. Lockers should be cleaned out and items laundered regularly.

Upper School Teams

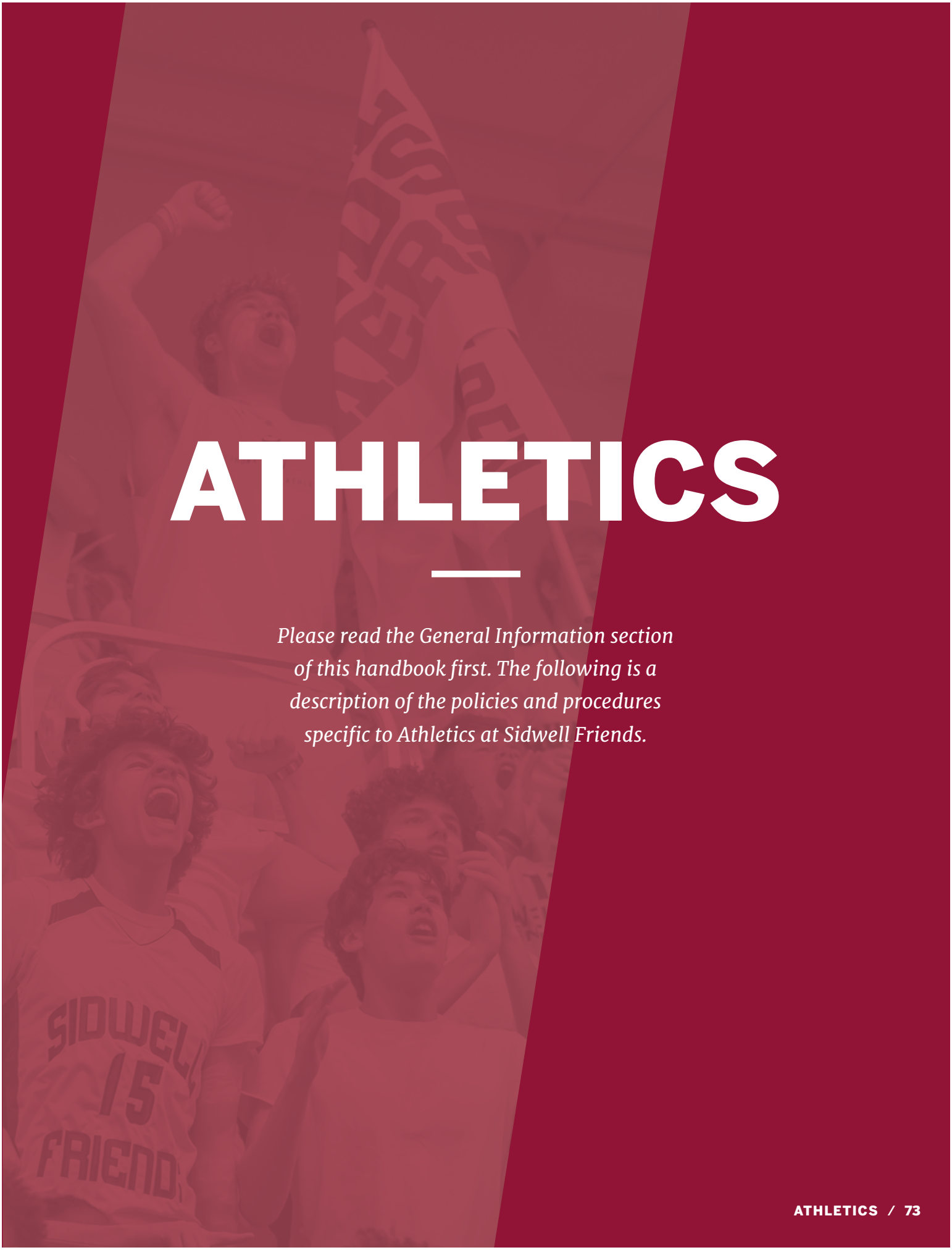
Girls' teams compete in the Independent School League (ISL), which comprises 15 schools in two divisions. Boys' teams compete in the Mid-Atlantic Athletic Conference (MAC), which comprises seven schools. Teams may also compete outside the league and, when they qualify, in the District of Columbia State Athletic Association (DCSAA) State Championships. All students interested in joining a team are encouraged to do so.

Parent and Guardian Involvement

The Upper School Parents Association offers many opportunities for parents and guardians to meet each other, share parenting questions and advice, and participate in the life of the School. Any parents who would like to volunteer should contact their student's grade representative, a committee clerk, or email **parents@sidwell.edu.**

Quaker Values

Values such as respect, integrity, and equity can be tested in the social environment of Upper School. Parents and guardians play an important role in modulating the extremes of social behavior common at this age. If you have concerns, talking with your child's advisor is a good place to start.



ATHLETICS

Please read the General Information section of this handbook first. The following is a description of the policies and procedures specific to Athletics at Sidwell Friends.

Athletics

The purpose of this section of the *Community Handbook* is to share the policies governing the Athletics and Physical Education Department. In addition to the policies outlined below, families and students are encouraged to refer to the Athletics section of the website for additional information about the program, coaches, and schedules.

Philosophy

Physical education and athletics are an integral part of the Sidwell Friends curriculum and an important component of every student's educational experience. The School remains dedicated to developing students who are healthy, physically active, and committed to a balanced lifestyle as the basis for sustaining a strong and clear mind. Students are encouraged to experience the challenges and joys of athletic competition as a learning experience—one that requires each participant to strive to excel while also committing to a community with a common goal.

The School recognizes that many of the traits and skills necessary for athletic success—commitment, teamwork, resilience, communication, perseverance—also are fundamental for success in all aspects of life. Students often develop important aspects of their leadership skills on the playing field. The School values the health and the developmental and spiritual benefits derived from participation at all levels in a broad range of physical education activities. Sidwell Friends promotes an environment that emphasizes fair play, integrity, sportsmanship, learning, and overall health and wellness.

Goals

To foster and sustain a vibrant and successful physical education and athletics program at Sidwell Friends, the following institutional goals are part of the overall education the School provides to students:

- Uphold the mission of the School and the principles and rules of its leagues.
- Maintain the highest ethical standards and practices through encouragement and positive leadership.
- Provide equitable athletic and physical education opportunities for all students.
- Foster Sidwell Friends' community of integrity, respect, and trust.
- Encourage students of diverse abilities and promote an environment of inclusion.
- Ensure that coaches are recognized as educators first, dedicated to the learning experience of all students in their care.
- Support the program in its efforts to reach appropriately high levels of performance with quality staffing, facilities, equipment, and community engagement.

Affirmations

As an institution and a community, Sidwell Friends clarifies and affirms a commitment to the following:

- Physical activity, growth, and well-being of the individual student are important components of Sidwell Friends' educational mission.
- The School maintains a balanced culture that promotes and supports the pursuit of both academic and athletic excellence that fosters the intellectual, physical, and personal development of each student.
- Students participate in a range of physical education and athletic experiences appropriate to their stage of development.
- The physical education and athletics program is a complement to, enhancement of, and integral component in the academic and social community of all persons associated with Sidwell Friends School.
- Healthy competition is consistent with core Quaker values of integrity, ethical practices, and respect for others. While victories are by no means the only measure of success, they are benchmarks of excellence that students strive for in all endeavors.
- The School provides the best athletic experience possible while upholding the academic integrity of Sidwell Friends.
- The School recognizes that athletics are but one of the many individual talents Sidwell Friends respects and seeks to nurture within a diverse community.

Values

As a member of the Sidwell Friends athletics community, student-athletes strive every day to live up to the expectations of the community by embracing shared values:

Commitment

Student-athletes will be disciplined in a pursuit of excellence and the success of their team and their teammates. Student-athletes will play with purpose and pride and push themselves and their teammates to be the best that they can be.

Leadership

Student-athletes will lead by example and hold themselves and their teammates accountable to the highest standards of conduct on and off the playing field. Student-athletes will work to bring out the best in others and keep their teammates on the right track.

Inclusion

Student-athletes will work each day to create a space of equal opportunity for everyone, to encourage respect for others and for self, to set common goals, and to provide open communication.

Perseverance

Student-athletes will compete with discipline and grit and every day demonstrate loyalty to the team by showing that they are in control of their attitudes, efforts, and body language.

Sportsmanship

Student-athletes will respect the game, teammates, opponents, referees, and fans before, during, and after any competition, regardless of the outcome.

Parent/Guardian Involvement in Athletics

Parents/guardians play an integral role in supporting student-athletes and working in partnership with the School to ensure that student-athletes have the best possible experience.

Parents Association Athletics Committee

The Parents Association Athletics Committee works closely with the athletic director to support the School's athletic programs, athletes, coaches, and staff. The committee serves as a sounding board for the athletic director, holds open meetings for parents/guardians with the athletic director, and supports events for the community on selected topics of interest. Members also represent the committee at designated PA meetings to ensure the community's awareness of committee activities and developments in the Athletics Department.

Sportsmanship

Parents/guardians represent the School and must demonstrate true sportsmanship at all times and encourage positive behavior and sportsmanship in others by treating visiting teams, visiting families, and officials as guests and extending them every courtesy. Respect for the judgment and integrity of officials must be demonstrated, recognizing that the decisions of officials are based on game conditions as they observe them. Members of the community must be modest in victory and gracious in defeat by celebrating good team play, individual skill, and outstanding examples of sportsmanship and fair play exhibited by both teams, regardless of the outcome of the contest. The primary purpose of interscholastic athletics is to promote the physical, mental, moral, social, and emotional well-being of student-athletes through athletic competition. Victory or defeat, therefore, is of secondary importance.

Communication with Coaches

Coaches will schedule a pre-season meeting with families to share information about the season, their coaching philosophy, team selection process, team rules and guidelines (including consequences for infractions), required special equipment, expectations for strength and conditioning, and information regarding the location and times for practices and contests. Coaches will also explain the procedures in the event that a student-athlete is injured during participation. Information about lettering criteria will also be shared.

Each team has its own requirements and the parent/guardian meeting at the beginning of each season is the opportunity for all families to gain an understanding of these requirements prior to a student's participation. In addition to meeting the academic and physical requirements and completing the required paperwork, each student-athlete must follow the specific rules and regulations governing each sport. A clear understanding ensures a cooperative relationship among student-athletes, parents/guardians, and coaches.

Open and clear communication between coaches, athletes, and parents/guardians is essential to create a foundation for collaboration and partnership. Parents/guardians and student-athletes are encouraged to maintain open communication with coaches throughout the season. Student-athletes and parents/guardians are welcome to schedule meetings with coaches. Email is the best means for scheduling a meeting. Practices and games are not appropriate times for private conversations with the coach. If a specific question or concern pertaining to a particular game arises, parents/guardians must wait 24 hours after the game before approaching the coach or athletic director.

Parents/guardians are asked to share information with coaches related to the student-athlete's general well-being, their athletic development, and their experience at the School. Any schedule conflicts with practices or games must be shared with the coach with as much advance notice as possible. Parents/guardians are also asked to notify the coach if a student-athlete becomes ill or injured.

Coaches will be receptive to discussing strategies for improving individual athletic performance, issues of mental and physical well-being, ways to support the team, and concerns about behavior issues. If student-athletes and/or parents/guardians have questions about individual playing time and decisions about starting positions, team strategy, and/or play-calling, coaches will provide information but will not engage in repeated or prolonged discussions on these topics. Coaches are the decision-makers on all issues related to their teams, and playing time, team strategy, and play calling are at the sole discretion of the coach.

While student-athletes and parents/guardians may be disappointed by a coach's decision, it is essential that coaches be respected as professionals who are making decisions based on what they believe to be the best for all student-athletes involved.

Collegiate Eligibility

The Athletic Department partners with student-athletes interested in playing sports competitively in college. Parents/guardians and student-athletes should become familiar with collegiate eligibility standards at the start of 9th grade, as eligibility requirements begin that year. Information is available through the "NCAA Guide for the College-Bound Student-Athlete" (**ncaa.org**). Coaches and the athletic director are available to speak with interested student-athletes and their families.

The District of Columbia State Athletic Association (DCSAA)

In 2012, the Executive Office of the Mayor and the Office of the State Superintendent of Education (OSSE) established the DC State Athletic Association (DCSAA), an association of District of Columbia public schools, public charter schools, and independent schools (private and parochial schools).

DCSAA participants share knowledge and best practices to enhance student-athlete achievement through athletic programming and to provide life quality learning experiences. DCSAA participants also adhere to a set of uniform standards and rules to ensure student-athletes have opportunities for state-level competition. The Statewide Athletic Director oversees the affairs of the DCSAA as its Executive Director.

DCSAA awards DC State Championship Titles in 32 boys' and girls' interscholastic sports including E-Sports, in Division A and AA. Commissioned by Mayor Gray , DCSAA regulations provide unified rules and oversight to member schools regarding student-athlete eligibility. DCSAA governance is provided by an appointed Advisory Board of Interscholastic Athletics as well as a separate, independent DCSAA Appeals Board.

The Independent School League (ISL)

Sidwell Friends is a member of the Independent School League, which coordinates competitions for girls' athletic teams among 15 independent secondary schools in the Washington, DC, metropolitan area. For more information about the ISL, visit: **islathletics.com**.

Mid-Atlantic Athletic Conference (MAC)

Sidwell Friends is a member of the Mid-Atlantic Athletic Conference, which coordinates competitions for boys' athletics teams among seven independent secondary schools in the Washington, DC, metropolitan area. For more information about the MAC, visit: **midatlanticathletics.com.**

Athletic Performance Center

The Strength and Conditioning Program's primary objective is to provide a safe and logical progression for student-athletes' athletic development through ability- and age-appropriate programs that minimize injury and maximize athletic potential. Each program is designed for sport-specific training through a mixture of various methods such as strength, speed, flexibility/mobility, aerobic, anaerobic, and plyometric exercises. This program challenges athletes in aspects of leadership, accountability, work ethic, attitude, consistent attendance, and ability to follow instructions.

Health Forms

All students must have current health forms on file with the School before participating in any athletic practices or games. Questions regarding required health forms should be directed to the Health Services team. For additional information, refer to the Health Services section under General Information.

Athletic Trainers

Athletic trainers are available to support athletes in Middle School and Upper School. A student-athlete who has been seen by a physician for an injury is not permitted to resume practice without a written release from the treating physician. Injured student-athletes are not permitted to resume practice without being released by the athletic trainer.

The Athletic Training Program's primary mission is to provide quality medical care to all students in the Sidwell Friends community through education about injury prevention. Trainers also provide immediate and emergency care in the event of an injury and administer treatment and rehabilitation. Working in close collaboration with the Health Services team, school administrators, teachers, and coaches, the athletic trainers provide education, guidance, and counseling regarding the prevention, care, and treatment of orthopedic injuries and offer resources that help manage the physical aspects of injury.

Concussions and Sports Injuries

Parents/guardians must understand that student participation in physical education/athletics has inherent risks, such as musculoskeletal injuries and head trauma, which may cause concussions or other neurological impairments. Although the School takes appropriate measures to mitigate the risk of injury, it is not possible to eliminate that risk, particularly in sports involving

physical contact. A concussion management program is in place for students who sustain a concussion. The program aims to diagnose concussions properly, permit time to heal, and provide appropriate support to the student. The concussion management program can be found under Health Policies on the Parent Portal. Parents/guardians whose children participate in the School's physical education/athletic program agree to read the Sidwell Friends School Concussion Management Program document completely. Parents/guardians understand that sustaining a concussion is an inherent risk of participating in the physical education/athletic program and agree to abide by the terms of the Sidwell Friends Concussion Management Requirements for Return to Play and the Sidwell Friends Concussion Management Requirements for Return to Academics.

Name, Image, Likeness (NIL) and Commercial Endorsement Policy

Sidwell Friends School adheres to the District of Columbia State Athletic Association (DCSAA) rules and regulations regarding participation in DCSAA tournaments and its definition of "amateur status". While most of DCSAA's policies, rules, and regulations address the requirements and actions of schools, some apply specifically to students. Due to the evolving legal and regulatory environment around commercial endorsements—often referred to as Name, Image, Likeness (NIL) endorsements—it is vitally important that students and their families familiarize themselves with and adhere to DCSAA rules governing commercial endorsements. There is no national NIL policy and the rules for high school athletes are often different than for college athletes. Violations of DCSAA rules may result in the loss of amateur status and the ability to participate in interscholastic athletics. For specific information regarding the DCSAA definition of amateur status, see: **facebook.com/DCStateAthleticAssociation**.

In addition to adhering to the DCSAA policies, the School requires that students who sign a commercial endorsement contract provide the name of the company or institution that will receive endorsement services and the terms of the agreement to the School's athletic director within 10 days of signing the agreement. Any subsequent extensions of the agreement should also be reported to the athletic director. Failure to report this information will be treated as a violation of the School's Honor Code and may result in disciplinary action, including but not limited to suspension from school and/or team play.

Students endorsing or promoting a commercial service must not wear or show their Sidwell Friends uniform or any article of clothing that shows the name of the School, its initials, or any of its symbols, including the seal, the SF Monogram, Star Fox icon, or and of the Sidwell, Friends, or Quakers wordmarks. Likewise, the endorsement may not mention, visually or in spoken words, Sidwell Friends or refer to the student's affiliation with Sidwell Friends School or its athletic teams. No use of school facilities in relation to endorsement activities is permitted. Failure to comply with this policy will disqualify a student-athlete from DCSAA competition and will be treated as a violation of the School's Honor Code. Violations may result in disciplinary action, including but not limited to suspension from school and/or team play.

Athletics Social Media Policy

Some Sidwell Friends School athletic teams have created social media accounts to promote the team, build a fan following, highlight individual and/or team performances, and provide the community with a glimpse of the behind-the-scenes life of the team and players. In some cases, coaches manage these pages. In other cases, players post most or all of the content. In either case, however, the social media account is a reflection of the School and its values.

Team social media accounts that use Sidwell Friends logos and team names are the property of the School. Access to these accounts is given to student-athletes provisionally so long as they manage the accounts in a manner consistent with School policy as outlined in the Students' Use of Social Media Policy in this handbook. Current login credentials for all team-related social media sites must always be shared with the team coach and with the athletics director. In addition, the School expects that content posted to these team sites will reflect the spirit of sportsmanship, fair play, and respect for one another and for opposing teams that is expected of all athletes and of the athletics program. Failure to uphold these standards may result in the closing of the account. This policy applies equally to Sidwell Friends fan social media accounts managed by students.

Student Athlete and Student Fan Behavior

A spirit of good sportsmanship and courteous deportment is expected from all participants and spectators at Sidwell Friends events. The personal behavior of each student should show self-respect and respect for others. Conduct at all school-sponsored athletics events, on or off campus, should respect the rules and traditions of the School. Students found to be in violation of the community's honor code may be subject to disciplinary action as described in the section on discipline.

Sports Photography

Outside photographers and videographers are not allowed on campus without prior approval. Families seeking permission to bring photographers or videographers onto Sidwell Friends property should first seek approval from the chief communications officer at **communications@sidwell.edu**.

Team Gear

While the Athletics Department appreciates the desire of teams and athletes to promote team unity by purchasing specialized gear or jackets, the department must also be mindful to ensure parity among teams and athletes and avoid burdening individuals and families with additional costs. In support of Quaker values and the goal of equity, teams and parents are discouraged from the practice of acquiring additional team gear. Purchases must be approved by the athletic director and follow the branding guidelines of the Athletic program. Team coaches are provided with Sidwell Friends apparel. In keeping with the Quaker values of equity and simplicity, teams should not provide coaches with team gear purchased by students or their parents. In the event that a team wins a league championship, that team may decide to include coaches in the purchase of commemorative gear. As with classroom teachers, a note from a student sharing a memorable situation or lesson learned is often the most meaningful gift for a coach.

Raising Funds

In accordance with the guidelines in the Philanthropy for Sidwell Friends section, raising funds by a team must be preapproved by the athletic director and, if appropriate, the Administrative Team. Activities should be designed to enhance the community's experience, such as concession sales at home games. Funds raised should be for team activities such as travel to tournaments or camps and end-of-season celebrations, not for gear.

Team Transportation

Travel time together can create team cohesion, and players are expected to travel to games together on the team bus. Parents may take their own child directly home after games. Team members seeking to ride home with someone other than their parents/guardians must bring a note to the athletic director asking permission for alternative arrangements before the day of the game. The athletic director will confirm the change in travel arrangements with the coach. All team members not returning on the team bus must confirm the plans for alternative travel arrangements with the coach before departing so that those riding back to school on the team bus do not lose time searching for a teammate who has already departed. Any exceptions to this policy must be approved by the athletic director.

Use of School Name in Competition

The School does not sponsor or allow athletes to engage in competition under the Sidwell Friends name (or under the Sidwell Friends mascot), except in the following circumstances:

- Varsity, JV, and Middle School teams competing in sports with interscholastic league play; or
- Club sports teams formally recognized in the School's curriculum.

The School's liability insurance will not assume coverage arising from competition other than in the circumstances described above. Accordingly, the School cannot extend sponsorship or recognition to athletes in competition other than in the categories listed above. Specific aspects of the physical education and team sports components of the School's Athletics program, including uniform and equipment requirements, are addressed in the appropriate division.

Outside Recreational Teams

Many students participate in recreational team programs outside of the achool. Parents/guardians organizing and coaching these teams are asked to bring the values of inclusivity, fair play, and simplicity to these teams. Since these teams are not sponsored by Sidwell Friends, they should not use the Sidwell Friends name, logo, or any other branding associated with Sidwell Friends.

Celebrations and Awards

The School encourages athletic celebrations that are appropriate to the age and ability of participating students and families, as well as sensitive to the Quaker values of simplicity and equity. Students and families should not be asked to contribute specific amounts for gifts to individuals, such as recreational team volunteer coaches. Team parties should be affordable for all members of the team. In Upper School, students who are continuing their athletic career at the NCAA level are celebrated in April, and a varsity awards ceremony is held at the end of the year in May.

Athletic Facility Use and Access

The athletic facilities are provided for use by current students; consequently, school-sponsored activities are given priority. Community access to athletic facilities on both campuses is coordinated by the Auxiliary Programs' Rentals Office.

School Leadership

Since the School's founding in 1883, the head of school oversees the full community organization and reports to the Board of Trustees. The head of school relies on leadership from the Administrative Team. This team includes:

Bryan Garman
Head of School

Min Kim
Associate Head of School

Robbie Gross
Upper School Principal

Allen Vandegrift
Middle School Principal

Adele Paynter
Lower School Principal

Tara Arras
Assistant Head of School for Advancement

Frankie Brown
Assistant Head of School for Enrollment & Financial Aid

Russ Friedson
Assistant Head of School for Finance and Operations

Bill Burger
Chief Communications Officer

J. Michael Square
David P. Pearson '52 Director of Athletics & Physical Education

James Masciuch
Chief Information Officer

Vickie Fair
Chief Human Resources Officer

Natalie Randolph '98
Director of Equity, Justice, and Community

More information about the School's leadership can be found on the website: ***sidwell.edu/about/leadership***.

Sidwell Friends

DC Campus (Main Address)
3825 Wisconsin Ave. NW | Washington, DC 20016

Lower School Campus
5100 Edgemoor Lane | Bethesda, MD 20814

202-537-8100 | **sidwell.edu**

@sidwellfriends **@sidwellfriends** **@sidwellfriends** **Sidwell Friends School**