



**2019-2020**

**Upper School  
Family Handbook**

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## I. Introduction

The Family Handbook is published for members of the Abington Friends School Upper School community to provide information on day-to-day student life. The Handbook is informed by the [philosophy of Abington Friends School](#) and our core community values which are grounded in the Quaker testimonies of simplicity, peace, integrity, community, equality and stewardship.

Parents should read and be familiar with the contents of the Handbook to aid in navigating and to understand the expectations that exist at AFS. We believe in an assumed partnership with families, where we work together to maintain a healthy learning environment in which every child can thrive.

## II. Contact Information

Our email and voicemail systems allow teachers to be contacted directly at school. Any member of the faculty or staff may be contacted directly by email through their first initial, last name @abingtonfriends.net. **If you leave a message and do not hear back in two working days, please call the Upper School Office at 215-576-3969.**

### Upper School Office:

Upper School Director	Dominique Gerard
Dean of Students	LaToya Miller
Director of Diversity and Inclusion	Mikael Yisrael
Director of Experiential Learning	Rosanne Mistretta
Upper School Administrative Assistant	Carolyn Schwartz

### Academics and Student Support:

Director of Studies/College Counselors	J.R. Neiswender, Joanna Upmeyer
Director of Student Support	Renie Campbell
School Counselor	Kevin Ryan
Wilf Center Learning Specialist	Megan Asplundh
Registrar	Maryann Cummiskey

### Grade Deans:

9th	Rusty Regalbuto
10th	Drew Benfer
11th	Dan Taboada
12th	Amy Diaz-Newman

**Academic Department Chairs:**

Arts	Megan Hollinger
English	Andrew Bickford
History	Margaret Guerra
Libraries	Toni Vahlsing
Education Technology	John Rison
Experiential Learning	Rosanne Mistretta
Mathematics	Erin Bengtson
Languages	Brian Cassady
Physical Education and Health	Lisa Treadaway-Kurtz
Science	Chris Hunter

For all other contact information: <https://www.abingtonfriends.net/contact/>

### III. The School Day

Listed below are the general policies that affect students' day-to-day experience in the Upper School. As a school community that recognizes interpersonal relationships as the foundation for learning, we believe that consistent day-to-day student attendance is imperative for students' intellectual and social growth. Further, we recognize that adolescents do best when given clear expectations.

#### **School Day**

The school day begins at 8 a.m. and ends at 3:10 p.m. Students are expected to remain on campus at all times during the school day unless they have family permission to leave.

Students must be on time for class, be alert, and have appropriate books and supplies. It is important that they attend all classes and other school obligations, including advisory, class meeting, Meeting for Worship, and assemblies. We ask that appointments (doctor, driving test, etc.) be scheduled outside of the school day whenever possible, so academic work in and out of class is not affected.

#### **Lateness to School Policy**

School starts at 8 a.m. with morning assembly, where attendance is taken, and announcements about school business, daily activities and special events are made. A student is considered late to school if they arrive after the auditorium doors close at 8 a.m. If they arrive during assembly, their late attendance will be recorded by a faculty member outside of the auditorium. If they arrive after morning assembly has concluded, the student must sign in at the Upper School Main Office.

If a student has not arrived at school by 10:25 a.m., that student is considered absent and should not come to school, nor can they participate in afterschool activities. The only exceptions to this rule are college visits, religious obligations, family emergencies and unavoidable medical appointments. The student must arrive at school with appropriate documentation.

**Repeated lateness, regardless of the reason, affects a student's ability to perform successfully at school and detracts from the academic environment and school life.** The following are the consequences for repeated lateness and the process of communication:

- **Every semester, students are allowed eight late arrivals without any consequences.**
- **Warning 1:** After a student's FOURTH late arrival, an e-mail will be sent from the Upper School Main Office to let the student and their parents/guardians know that the first four late arrivals have been used up.
- **Warning 2:** After the EIGHTH late arrival, an e-mail will be sent from the appropriate Grade Dean to let the student and their parents/guardians know that all eight late arrivals have been used.
- **Detentions:** Any late arrivals after the first eight late arrivals will result in detention(s) to be served the following week. An e-mail notification of the detention(s) will be sent home every Friday from the office, so the student and parents/guardians are aware of the upcoming detention(s) that needs to be served. At this point, a senior loses their senior privileges for the week of their detention.
- **Dean's Meeting:** Upon receiving their THIRD detention for late arrivals, a student must meet with the Dean of Students and/or their Grade Dean to discuss their chronic lateness. Parents will also be called to discuss the situation and warned about the consequences of any more lateness.
- **DAC Hearing:** Lateness after the Dean's Meeting will result in a student speaking with the Disciplinary Action Committee (DAC). DAC will make recommendations to the Upper School Director for further disciplinary/restorative measures.

Lates	Communication	Consequences
1-3	None	
4	US Office e-mail	
5-7	None	
8	Grade Dean e-mail	
9-10	US Office e-mail	Detention; a week's loss of senior privileges
11	Phone call; Dean e-mail	Detention, a week's loss of senior privileges; Meet with Dean of Students/Grade Dean
12 or more	Dean of Students e-mail	Student appears before DAC

## **Absence Policy**

**If a student cannot attend school, a parent/guardian must call the Upper School Office (215-576-3969) or e-mail [cschwartz@abingtonfriends.net](mailto:cschwartz@abingtonfriends.net) by 8 a.m. For the safety of your child, we must verify their attendance during school hours.**

### **Absences Due to Illness**

It is critical for student learning to be present in school. However, if a student feels so ill that they cannot attend or they have a fever, they should remain home for the school day. It is the student's responsibility to contact teachers, check online for homework assignments and arrange for necessary extra help. In order to make up missed work or catch up on missed instruction, teachers are happy to help students who miss class due to illness or other approved reasons.

When a student is absent for three or more days, the student/family should contact the office and coordinate makeup work with the student's advisor. In the case of a three-day absence due to illness, a doctor's note is required for return to school.

### **Planned Absences**

When a family knows in advance that the student will be absent for any length of time, written notification must be given to the Upper School Office at least two days before the planned absence. The student must obtain and complete the Planned Absence Form available at the office or in the Upper School Parent section of the website. Completing the form demonstrates that the student has communicated with teachers and knows what to do during the absence. Planned Absences are approved for the following reasons:

- Religious holidays or obligations
- College visits or accepted student days
- Documented medical appointments (A note is required upon return to school.)
- Family emergencies or obligations.

The school strongly discourages absences for family trips. Families should understand that such absences may adversely affect a student's grades since classroom experience and participation are essential to student learning. While a teacher can review missed material, they cannot re-teach entire classes that a student misses.

Teachers will not make extraordinary accommodations to help students make up classwork, homework, quizzes, tests, or projects due to an absence that has not been pre-approved by the Upper School administration.

### **Unexcused Absence/Truancy**

It is a parent/guardian's responsibility to contact the Upper School Office to explain when a student is absent. If a student is absent from school with no explanation from a parent/guardian, that absence will be considered unexcused. The student may not receive credit for work missed during that absence and may face disciplinary consequences.

### **Repeated Absences**

If a student misses eight full days of school or individual class periods in a semester regardless of the reason, that student's attendance will come under review. The student (and parents/guardians, if appropriate) will meet with the Upper School Dean of Students and/or Grade Dean to discuss the particular student's circumstances. In consultation with the Deans, the Upper School Director will determine what consequences, if any, should be applied. Consequences for chronic absences can include: an attendance contract, lunchtime or after school detentions, loss of senior privileges, reporting to colleges, lowered grades, loss of academic credit, or dismissal for non-attendance.

### **Long-Term Absences**

In the case of an absence of more than two weeks due to severe illness, injury, or psychiatric episode, contact the Director of Student Support for a family meeting to discuss the "Special Guidelines for Long-Term Absences."

### **Senior Privileges**

Once requested by the seniors and with the approval of the faculty, seniors in good academic and behavioral standing may leave campus when they have no school obligations. Punctuality is essential for earning and retaining the senior privilege; seniors are expected to arrive on time for morning assembly, all classes and other school activities. If a senior arrives late to school, their senior privileges will be suspended for that day.

### **After School Policy**

Many Upper School students remain on campus after 3:10 in order to participate in extracurricular activities, to meet with a teacher, to watch athletic contests, or to work in the library or computer lab. The Faulkner Library and Learning Center is usually open until 5 p.m. with a member of the library or technology staff present. AFS teachers and coaches supervise students who are on campus for a school-sponsored extracurricular activity. **Members of the AFS faculty do not supervise other students who remain on campus to wait for transportation or to watch games or practices.**

Students waiting outside for a ride should remain in the area near Hallowell Gym and the Faulkner Library. Students waiting inside should be in the Bruce Stewart Lobby, the Muller Auditorium lobby, or the Upper School Student Commons. No students should be in classrooms, near the cafeteria, in the hallways, or in other out-of-the-way places after school hours. Once students leave campus at the end of their activities, they should not return except for scheduled evening events.

### **Snow or Emergency Closings**

Announcements of the closing of school because of weather conditions will be made over major Philadelphia radio and television stations, the school website, via your e-mail, and via K-12 Alert. Announcements of school closings are usually posted by 6:30 a.m.

If snowfall begins during the school day, AFS will make every effort to avoid mid-day closures. Should the school have to close during the day, you will be notified via e-mail as soon as possible. An administrator will remain in school until the last student is picked up.

### **Lost and Found**

Lost books, clothing and personal effects are placed in the Upper School Office, and if not retrieved that day, are placed in a box in the Student Commons. Periodically, all unclaimed articles are donated to charity. The school claims no responsibility for items left or stored in school buildings.

### **Visitors**

Parents/guardians of students wishing to bring a guest to school must make a request with the Dean of Students in advance. All visitors must sign in at the office and be introduced to the Dean of Students. School rules apply to all visitors. Students may not bring visitors on campus without prior arrangement with the Dean of Students. Students may not meet individuals who are not members of the AFS community anywhere on campus during or after the school day or invite them into school buildings without permission from the Upper School administration.

## **IV. Health and Safety**

Our School Nurse is on call to the Middle/Upper School for any medical emergency. An Abington Township School District Nurse visits AFS each week to collect the legally required physical and dental examinations, immunization forms and conduct annual Pennsylvania mandated screenings for height, weight, scoliosis, vision and hearing. AFS complies with all of the state requirements for medical paperwork and required immunizations.

**The number to contact the Health Office directly is (215) 576-3978.**

### **Illness Guidelines:**

- **Fever:** Students must be picked up for a fever at or above 100 degrees. They may return to school only when they are fever-free (without the aid of fever-reducing medication such as Tylenol/acetaminophen or ibuprofen) for 24 hours.
- **Vomiting and Diarrhea:** Students who have vomited or had more than two episodes of diarrhea must be picked up from school. They may return to school 24 hours after the last episode of vomiting or diarrhea and can tolerate a normal diet.
- **Colds/Coughs:** Students should stay home if they have a persistent cough or cold symptoms that keep them up at night, worsen with activity, or makes them unable to participate fully in a 7 hour school day.
- **Communicable/Infectious diseases:** AFS requests that a student with symptoms of a contagious disease do not attend school. Please report any infectious diseases (strep throat, influenza, chickenpox, mononucleosis, scarlet fever, whooping cough etc.) to the Nurse's office, EXT. 3978. A note from your healthcare provider is required to return to school, stating they are no longer contagious.

### **Illness/Injury at School**

If a student becomes ill or injured at school, he/she must report to the division Administrative Assistant for a pass and go to the nurse for evaluation.

Parents/guardians will be called to pick up their child if the School Nurse determines that a child's illness interferes with the child's participation in routine classroom activities. Students should not call home on their own when they feel ill. No student is permitted to leave school during school hours for illness or injury, without the school's permission.

If a medical emergency occurs at school, we will call 911 and then contact you. If we are unable to contact you, we will call your emergency contact numbers. **Please make sure all contact and medical information is complete and up to date in CareDox.** If your child becomes sick or injured at school, we will call you to pick up your child as soon as possible. If you cannot be reached, we will call your emergency contact numbers.

### **Food Allergy Guidelines**

AFS has many students with food allergies. If exposed to even a small amount of allergen, a life-threatening reaction called anaphylaxis can occur. Abington Friends is not a nut-free school. However, to provide a safe environment for all students, we do not serve peanuts or tree nuts on campus. In addition, we ask that the following guidelines be followed:

1. No peanuts or products with nuts should be brought to school for parties, snacks at Advisory, Munch, bake sales, class projects, bus trips or after school/sports activities. Carefully examine the label of packaged foods to confirm their contents. Do not use nuts/peanuts/nut oils in homemade goods. Exceptions must be cleared by the school nurse and any faculty involved in distributing the snack 24 hours before the event.
2. Although AFS discourages it, peanuts/nut products may be brought to school for lunch to eat **in the cafeteria**. Students eating peanut/nut products should wash their hands thoroughly after eating or use the wipes available in the cafeteria. If a student has peanut butter or nut products for breakfast, please make sure they wash their hands before coming to school.
3. All students who are in class with a student with a life-threatening food allergy should wash their hands after eating.
4. Students may not trade or share lunch, snacks or drinks.

### **Medication Policy**

When prescription medication is administered to a child during the school day, the parent/guardian must bring the following to the School Nurse:

1. Written orders from a physician giving the name of the drug, dosage, when prescription medication should be taken, diagnosis and/or the reason that the medication has been prescribed
2. A completed Prescription Medication Permission Form from a parent or guardian requesting that the School comply with the physician's written order.

3. Medication in an appropriately labeled pharmacy container and/or over-the-counter medication in its original container as purchased. In either case, an adult should bring the medication to the School Nurse.
4. No medication is permitted in the classroom, except with the approval of the student's Health Care Provider and with parent authorization in writing. This includes over-the-counter medications. No EpiPens or Inhalers are permitted in the classroom unless the proper Medication Permission Form is on file in the Nurse's Office.

### **Medical Emergency**

If a serious emergency occurs at school, we will contact emergency medical services (911), the School Nurse, and parents/guardians. If we are unable to reach the family, we will try the other emergency number given to us. If unable to reach the family or the emergency person, we will contact the child's physician. We require that families keep the emergency name and number in the school records up to date. Notify us immediately about any change.

### **Emergency Operations Plan**

AFS has completed a detailed Emergency Operations Plan that defines and refines our response plans for a variety of types of emergencies.

Highlights of the Plan: Depending on the circumstances of the emergency, we will use one of the following protective actions:

- Building Evacuations are used when students move to a safe area on campus in the event of a fire, bomb threat, or other events.
- In-Place Sheltering is used when sudden occurrences, weather or hazardous materials related events may require taking cover inside the building.
- Evacuations From Campus - total evacuation of the facility may become necessary if there is a danger in the immediate area. In this case, students are taken to a safe location.
- Modified Operation may include cancellation or postponement of normal activities. These actions are taken when a winter storm or building problems such as a utility disruption make it unsafe for students but may be necessary for a variety of situations.

### **Emergency Communication:**

In an emergency, our power sources may be shut down, precluding some communications options. Cell phones and local television networks can become overloaded in an emergency. Every effort will be made to keep families informed rapidly

as to what we are doing and where we can be found. The Directors and Administrative Assistant will implement the communication plan. Please be sure we have correct and updated contact information at all times.

- A message will be sent via the K-12 Alert system.
- The school voicemail will be updated, if possible.
- Brief messages will be sent to our entire email list and posted on the AFS home page.

We ask that you not call during any emergency. This will keep the main telephone lines free to make emergency calls and relay information if we are able. The Division Directors will be in contact with the Head of School (or designated person in charge) and will respond to events as they unfold.

#### **Fire Drills:**

Fire drills are held periodically. Evacuation routes for fire drills and other emergencies are posted near the exit doors in each classroom, bathroom and office. If the fire drill occurs while you are present, follow the lead of the teachers and evacuate with us. Do not re-enter the building until we have been cleared to do so.

## **V. Communication**

Positive and productive communication between school and families is essential to ensuring the best possible learning environment. Families can generally expect a response to an email or phone message within 24 hours. Evenings and weekends are often busy for everyone. If you reach out to a teacher at those times, they may not get back to you until the next school day, but they will do their best to be of help.

In communicating with your child's teachers, you should almost always include your child's advisor. The advisor is charged with overseeing your child's whole academic experience and should be informed of any changes, challenges, or updates. Please reach out to your child's teacher or advisor if your family is experiencing circumstances that may impact your child at school.

Arriving at school unannounced is seldom a good idea and is strongly discouraged. Impromptu conversations are challenging during the school day when faculty should be focused on teaching. If you would like to meet with your child's teacher, please ask for a meeting in advance. Scheduling a time will also allow the teacher to gather any pertinent information or resources that might be needed. Good communication is truly

important to the home and school partnership, and we will do our best to foster communication which strengthens that partnership.

## **VI. Student Support Services**

In times of academic, social or emotional challenge, Upper School students and their families may seek additional support in order to ensure a successful and healthy life at AFS. Possible avenues for additional help include:

### **The Upper School Student Support Team**

As in the other divisions, the Student Support Team (SST) in Upper School meets weekly to address academic, behavioral, social or emotional issues of students as they arise, and to strengthen lines of communication with families. The SST is composed of the student's advisor, the Grade Dean, Director of Student Support, the Consulting Psychologist, the Director of the Wilf Learning Center, the School Counselor and, as needed, the School Nurse.

### **Advisors**

Each student is assigned to an advisor who oversees his/her general academic and social well-being within an advising group of about ten students. Advisors meet with their advising groups weekly for discussions and group activities and with individual advisees as needed. Advisors act as liaisons between home and school. If difficulties arise, the advisor will contact the family directly and coordinate with the Grade Dean, the Director of Student Support and the Student Support Team. Parents should consider their child's advisor as their first point of contact with the school.

### **The Jane and Mark Wilf Learning Center**

The Jane and Mark Wilf Learning Center ("The Wilf") provides a space where students can work on building their repertoire of study, work, and research skills. Guided by the Director, a professional learning specialist, the Center provides students with stronger self-awareness and better skills to articulate and direct their learning. The Center is designed to provide resources to enrich student learning, helping to develop students who possess skills of active engagement, discernment, collaboration, initiative, leadership and continual learning.

### **Specialized Learning Support**

The school can provide some modifications for students who have learning difficulties documented by a psycho-educational or neuropsychological evaluation. Upon receiving an evaluation, a meeting of the SST and the family is held to review results and

recommendations. Using input from teachers, the advisor, the family, and the learning or psychological consultant, the group decides which recommendations are feasible at school and at home. A Formal Education Plan (FEP) is developed and then shared and implemented with teachers and families.

### **Extra Help and Tutoring**

Learning to recognize and respond to academic concerns or problems is an important skill for all students to acquire. Students are encouraged to meet individually with their teachers if problems arise during lunch, mutual free periods or after school; the student's advisor can help facilitate and plan meetings with teachers. The Wilf Learning Center Director is also available to work with students and families to identify supplemental strategies to assist students in their learning.

Families may arrange for tutoring to take place on campus during the school day. These arrangements must be made through the Director of Student Support's office. If a student is working with a tutor, it is expected that the tutor will establish and maintain contact with the student's teacher(s) and the advisor. Students must disclose outside help they have received on their work when they hand it in.

## **VII. Community Standards**

The AFS community believes the Quaker value that there is “that of God” in every person. We recognize that the diversity of our community is a core strength. We work to create inclusive community standards that reflect the context of different people’s lives and accept various identities in our community while maintaining an environment of respect, physical and emotional safety for all members of the community. By attending AFS, students and families agree to abide by these community standards.

### **Minor Violations of Community Standards**

The following are minor violations of community standards, unless they are a pattern of behavior:

- Insubordination
- Repeated unexcused lateness to class
- Inappropriate behavior in class
- Coming to class repeatedly without necessary materials and books
- Gum-chewing anywhere on campus during the school day
- Eating or drinking (except water) in Stewart Lobby, Faulkner Library, Muller Auditorium, or classrooms without a teacher’s permission
- Rude or inappropriate language
- Leaving trash in classrooms, hallways, cafeteria or commons
- Unauthorized use of electronic devices during the school day (devices with earphones are allowed in the library and computer lab only)
- Inappropriate behavior in the library
- Dress code violations after a warning
- Physical displays of affection of a romantic or sexual nature after a warning
- Horseplay
- Using athletic equipment in the building
- Using skates, water guns, water balloons, or throwing snowballs on campus
- Being in the Meetinghouse area, the cemetery, the playing fields, or the parking lot without permission during the school day
- Unsafe driving on campus (first offense only)
- Dishonesty to an adult/academic dishonesty (Note: The adult involved will consult with the Grade Dean or Dean of Students to determine whether the nature of dishonesty should be addressed as a major or minor violation.)

When a faculty or staff member finds a student engaging in a minor violation of a community standard, the adult will respectfully explain why the behavior is a problem and what the expectation is in the future. In addition, the adult may employ one or more

of the following strategies to ensure that the student understands and will not repeat the behavior:

- Call or email home
- Assign an after-school detention
- In cases where the behavior has affected class performance, there can be an impact on the student's grade as outlined in the syllabus.
- In the case of a first dress code violation, the student is given an opportunity to change clothes.
- A single instance of unsafe driving on campus results in immediate loss of driving privileges for two weeks; any subsequent incident of unsafe driving is a major rule violation
- In the case of repeated minor offenses, the advisor, Grade Dean or Dean of Students will be notified, and appropriate steps will be taken.

### **Major Violations of Community Standards**

The following are considered major violations of community standards:

- Academic dishonesty
- Dishonesty in word or deed (when the adult determines that the act of dishonesty is a major violation)
- Unexcused absence from class or other school obligation
- Leaving campus without permission
- Theft
- Vandalism
- Bullying, harassment, or sexual harassment in person or on social media
- Assault or sexual assault
- Fighting or acts of violence
- Possession of a weapon
- Possession or use of alcohol, tobacco products, illegal substances, or paraphernalia (i.e., vapes, pipes, bongs, etc.)
- A pattern of repeated violations of minor school rules

When a student has violated a major community standard, the Dean of Students will convene the student-faculty Discipline Advisory Council (DAC) to recommend appropriate consequences to the Upper School Director or Head of School.

DAC is comprised of six students, four members of the faculty, and the Dean of Students. Student and faculty co-clerks facilitate meetings. During a DAC meeting, the student presents their account of events to DAC. Their advisor or another adult in the community may be present at the student's request.

The goal of DAC is to help students who have violated community expectations to understand how their actions have negatively impacted the community, to support them in finding ways to avoid such behavior in the future, and to assist them in rebuilding trust within the community.

DAC decisions are reached by consensus, and all deliberations are kept in strict confidence by all members. DAC members take all of the circumstances of a particular situation, including the student's answers to questions during the procedures, into consideration. Parents/guardians are notified when the administration determines that a student has violated a major community standard and will be appearing before DAC. The DAC charter is available in the Upper School Office for review.

In more serious cases, DAC may recommend out-of-school suspension, dismissal or expulsion as a consequence. More often, after-school detentions, loss of free periods, or day-long detention may be recommended. A typical DAC consequence includes an apology to the appropriate party, a written reflection, and some type of additional action that will assist the learning process and help the student rebuild the trust of the community. Most students who appear before DAC are placed on behavioral probation for a specified amount of time, which means that any further violation of a major community standard may result in dismissal from school.

**Note:** The following violations result in immediate expulsion from school. In these situations, DAC may meet in order to allow the student an opportunity to address the community, but not to decide the consequences:

- Sale or distribution of illegal substances on campus or at any school-sponsored event.
- Making a credible threat of deadly violence against the school community or any individual in it.

### **Academic Dishonesty**

Students at AFS are expected to uphold the highest standards of honesty and integrity at all times. The best learning environment is built on trust and openness among all members of the community. Academic dishonesty is a serious violation of community standards and commonly held moral values. It interferes with both student-teacher relationships and with the learning process.

The faculty acknowledges that the explosion of information on the Internet and its easy availability can be confusing to students as they do homework and research

assignments and that the line between academic honesty and dishonesty may sometimes seem blurred, especially to younger students. However, all Upper School teachers review with their students examples of academic dishonesty that apply to their discipline and discuss in class ways in which students can avoid such problems. Students should always check with their teacher when they have a question about whether a particular action is considered academic dishonesty. Teachers routinely utilize anti-plagiarism software to check students' work.

Examples of academic dishonesty are:

- Distribution or possession of test or quiz materials or information before the assessment
- Handing in work as the student's own when it is not
- Using an online translator for foreign language assignments
- Providing work for another student to copy and hand in as their own
- Intentionally copying material from print sources or from the Internet without appropriate citation
- Use of a phone or other electronic device during tests or exams
- Requesting, providing or using materials or information other than those allowed by the teacher during testing

### **Controlled/Illegal Substances**

AFS takes the physical and mental well-being of its students very seriously. The school prohibits its students from possession or use of tobacco (including e-cigarettes, vaping and juuling devices), alcohol, or other drugs (unless medically prescribed) either on the premises or at any school-sponsored activity. Any student found in violation of this policy is subject to suspension, dismissal or expulsion. Further, any student attending school or school events under the influence of alcohol or unprescribed drugs may be likewise suspended, dismissed or expelled. Counseling or treatment may also be recommended.

If any member of the student body, faculty, administration or staff has concerns or information, or is witness to a student's possession or use of alcohol or controlled substances, or misuse of prescription drugs, that concern should be immediately brought to the Dean of Students or Upper School Director. It is incumbent on faculty, administration and staff to follow through in this area for the welfare of the student(s) and the community.

Just as we do not promote drugs in any way, we do not allow the consumption of non-alcoholic beer or anything else that could be interpreted as encouraging the use of illegal substances.

The consequence for the sale or distribution of illegal substances is expulsion.

### **Dress/Appearance**

At AFS, our dress code defines a community expectation around attire that takes into consideration: our identity as a Quaker school that values peace and non-violence, the cultures of a diverse group of families with a range of expectations around clothing and self-expression, and the knowledge that learning will happen in varied physical environments.

With that in mind, we ask students to dress modestly and respectfully.

- Attire reflecting violence, the military (including camouflage or military symbols), sexual, racial or religious insensitivity, or that refers to tobacco, alcohol or illegal drugs is not allowed.
- Hats, caps and sunglasses may not be worn inside the school building.
- Any clothing that allows undergarments or midriff to show should not be worn.

Advisors, Grade Deans and Administrators will further clarify with students what those expectations entail at the beginning of each school year. At the discretion of the administration, a student may be asked to change clothing that violates the spirit of this policy or to cover the clothing they are wearing. Should students continue to fail to meet the expectations of the dress code, the School will contact the student's family. If, after such a conversation, the student's clothing continues to violate our dress code, there will be more severe consequences.

### **Lobbies and Hallways**

Our public spaces (lobbies, lounges and hallways) convey the first and often a lasting impression of our school. Perhaps nowhere more than in these public areas are students expected to be good representatives of AFS, conducting themselves according to the highest standards of behavior. For example, students are expected to avoid lying on the furniture, obstructing passage in the halls and leaving personal possessions outside of their bags and lockers. All trash must be picked up.

The Stewart Lobby is the primary reception area for the school. Students are asked to be aware of its public nature and to create space when needed for visitors. No food or

drink (other than water) is allowed in the lobby at any time. Book bags may never be left in the lobby.

### **Outside Locations**

For safety reasons, students should stay close to the Upper School building area. They are not permitted in the cemetery, near the Meetinghouse, in the areas outside of the Lower School or on the playing fields during the academic day without adult supervision. (An exception is the basketball court behind the pool.) Students are permitted to be in the parking lot only with permission from the office.

Students are expected to use good judgment and care when they are unsupervised during free periods, and to seek the assistance of an adult should they need help.

### **Cars and Driving Privileges**

All cars must be parked only in designated spaces. Students are not allowed to be in the parking lot or sitting in cars during the school day. All students must obtain a parking sticker from the Upper School Office. Students parking in the lot without a parking sticker or a prohibited spot will lose campus driving privileges.

Students are expected to drive with caution at all times when driving on school grounds. They are required to follow the normal flow of traffic and obey the 10 miles per hour speed limit. No student may borrow another student's vehicle. Any parking or driving violation on campus is a serious offense and may result in the loss of driving privileges, a family conference, or other disciplinary action.

### **Off-campus Privileges**

Except for seniors at an appointed time of year, Upper School students are not allowed off-campus during the school day without supervision by school personnel or permission of parent or guardian.

### **Possessions**

When not in use, personal belongings should be kept in lockers. Book bags are an exception and can be stored in the hallways along the walls without lockers and not blocking doorways. In keeping with Quaker values, it is expected that students refrain from wearing, bringing or exchanging items of significant value such as expensive jewelry or large sums of money. Students may bring cameras, computers or other electronic devices for school use, but should be mindful of keeping those items with them. Students are expected to respect the property of others and never borrow others'

possessions without their permission. Should an item be missing, the student should inform the Upper School Office. We will make every attempt to recover the missing item.

### **Phones**

Cell phones must be kept on “silent” at all times and may not be used during class, Morning Assembly, Meeting for Worship, or other assemblies. If a student misuses their phone or if the phone rings, the phone goes to the Upper School office, and the student must turn it in at the beginning of the day every day for a week. *If you need to speak on the phone or video chat, go outside or to one of the vestibules.* Students who violate any of these rules and use cell phones in inappropriate places or ways may have their phones taken for the day.

### **Food, Beverages and Gum**

Students are allowed to have recyclable or reusable plastic bottles of water in school at any time. No food or beverages (except water) are allowed in the following places: Stewart Lobby, Faulkner Library, Muller Auditorium, or classrooms without a teacher’s permission. Ordering food from outside vendors is not allowed. Students may not chew gum anywhere on campus during the school day or in school buildings at any time.

### **Public Behavior**

Students are expected to be considerate of others at all times. Rude or offensive language, horseplay, and physical displays of a romantic or sexual nature are inappropriate at school. For safety reasons, athletic equipment may not be used in the school building. Similarly, water guns, water balloons and snowballs are not permitted on campus. Students must not leave trash anywhere in school buildings or on campus and should pick up trash when they see it.

## **Bullying, Harassment, Sexual Harassment - Revision July 2019**

AFS is committed to creating a safe and supportive environment for all adults and students. Bullying, harassment, and sexual harassment are not acceptable behavior for any AFS community member.

### **Bullying**

Bullying is an act or a series of acts directed at another student or group of students that interfere with a student’s education, creates a threatening environment, or substantially disrupts the operation of the school. The action toward another student must be severe, persistent, or pervasive. It must be intentional and can be in written, verbal, physical,

relational, or electronic form. Bullying can occur in many types of school-related environments such as the classroom, on transportation, during any school-sponsored activity such as field trips or after-school events, and online.<sup>1</sup> If an act of bullying occurs outside of a school-related environment but involves our students, the act still falls under the jurisdiction of AFS.

Examples of bullying include, but are not limited to:

- writing or saying insulting comments or threats
- spreading rumors or gossiping
- hitting, shoving or blocking normal movement
- psychological manipulation or provocation

When bullying stigmatizes, intimidates, or victimizes someone based on their race, sex, religion, ethnicity, sexual orientation, gender identity, socio-economic status, age, physical or other personal characteristics, then it is considered **harassment**.<sup>2</sup>

## **Harassment**

Harassment is any behavior, intentional or not, that stigmatizes, intimidates, or victimizes someone for any reason, including but not limited to race, sex, religion, ethnicity, sexual orientation, gender identity, socio-economic status, age, physical or other personal characteristics.

Like bullying, harassment can be in written, verbal, physical, emotional, or electronic form. It can occur across school-related environments, outside of school and in the virtual realm.

Examples of harassment include, but are not limited to:

- teasing someone because of their religion or other personal characteristics
- saying or writing insulting messages about someone because of their sexual orientation, gender identity/expression, or other personal characteristics
- excluding someone because of their socio-economic status, or other personal characteristics
- threats, pranks, or vandalism because of someone's personal characteristics

Bullying and harassment are similar for several reasons. Both are about an imbalance of power between the target and the person demonstrating the negative behavior. The

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<sup>1</sup> <https://www.stopbullying.gov/laws/pennsylvania/index.html>

<sup>2</sup> <https://www.pacer.org/bullying/resources/questions-answered/bullying-harassment.asp>

perpetrator expresses a need for control by doing actions that harm another person physically or emotionally, and the target person has difficulty stopping the unwanted actions directed at them.

## **Sexual Harassment and Assault**

Sexual harassment is requests for sexual favors, sexual advances, or any other unwelcome sexual behavior that is severe or pervasive enough to make a student feel uncomfortable, scared or confused and interferes with schoolwork or the ability to participate in school-related activities like attend class or participate in a club or sport.<sup>3</sup> Sexual harassment can create a hostile environment or result in an adverse decision made against a student, such as receiving a lower grade or losing a position in a club or activity.<sup>4</sup>

Sexual harassment can happen to students of all genders and sexualities. It can be obvious or more subtle. It can occur between people in a hierarchical relationship or among equals. Sexual harassers can be fellow students, teachers, administrators, or other school employees, such as coaches or maintenance staff. Determining what constitutes sexual harassment depends on the facts and circumstances of a given situation.

Sexual harassment can be in written, verbal, physical, or visual form. Examples of sexual harassment include, but are not limited to:

- comments about a person's body or clothing
- inappropriate personal questions
- spreading sexual rumors
- sexual remarks or accusations
- dirty jokes, sexual innuendo or stories
- leering or ogling a person's body
- display of naked pictures or sex-related objects
- obscene gestures
- exposing sexual parts of the body (i.e., mooning or flashing)
- offering benefits, favors, or rewards in exchange for sexual contact
- threats of retaliation for any act of sexual harassment

Very often, sexual harassment occurs on digital platforms like social media or in email or text messages. This includes using cell phones or the internet to:

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<sup>3</sup> <https://www.equalrights.org/legal-help/know-your-rights/sexual-harassment-at-school/>

<sup>4</sup> [https://www.eeoc.gov/laws/types/sexual\\_harassment.cfm](https://www.eeoc.gov/laws/types/sexual_harassment.cfm)

- target students by calling them sexually charged epithets like “slut” or “whore”
- spreading sexual rumors
- rating students on sexual activity or performance
- disseminating compromising photographs or videos of a student
- circulating, showing, or creating emails or websites of a sexual nature<sup>5</sup>
- unwanted messaging or texting of a sexual nature

The use of electronic devices (phones, social networking Internet sites, etc.) for bullying, harassment, or sexual harassment by students in or out of school will be addressed in the same manner as other forms of harassment or bullying when brought to the school’s attention.

When sexual harassment becomes physical, it is considered sexual assault. The term sexual assault refers to sexual contact or behavior that occurs without the explicit consent of the victim. Some forms of sexual assault include:

- fondling or unwanted sexual touching
- forcing a victim to perform sexual acts, such as oral sex or penetrating the perpetrator’s body
- penetration of the victim’s body, also known as rape<sup>6</sup>

### **What Do I Do?**

If any student believes that they have been bullied or harassed in any way, or has witnessed the bullying/harassment of another, they should take one or more of the following steps in whatever order seems appropriate:

- Speak promptly with an adult at school (an advisor, teacher, school counselor, nurse, or administrator) to report the concern. They may bring a friend or parent with them.
- Write down what has happened. Be as specific as possible by including witnesses, direct quotes, actions, evidence, or any written communication that was received.
- Whenever possible, speak up at the time of the incident. Say “no” firmly. Do not apologize. Tell the person that their behavior is unwanted.
- If they do not feel comfortable confronting the person alone, take a friend along, or write an email.

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<sup>5</sup> <https://www.equalrights.org/legal-help/know-their-rights/sexual-harassment-at-school/>

<sup>6</sup> <https://www.rainn.org/articles/sexual-assault>

- If a student does not feel comfortable speaking to any adult in the community, they can use “Safe2Say Something” (<https://www.safe2saypa.org/>.) When a tip comes through for our school, the organization contacts the school's support team so administrators can investigate immediately. Safe2Say Something also gives higher threats to law enforcement.

It is very important that students report their concerns so that the administration may help them to resolve the situation. Students should never assume that anyone knows they are feeling mistreated.

### **What Will Happen?**

After a student has reported a concern, the adult will refer the complaint to the Division Director or the Head of School. The school administration will initiate a prompt investigation and take appropriate action based on the circumstances. If bullying, harassment or sexual harassment are confirmed, actions could include education, counseling, suspension, dismissal, or the involvement of law enforcement.

Retaliation against anyone who has reported a concern of bullying or harassment in good faith is prohibited. If a student feels they are being treated negatively as a result of expressing a concern or participating in an investigation, they should let the Division Director or Head of School know right away.

### **Explanation of Specific Consequences**

#### **Detention**

Faculty and staff may assign detentions for violations of minor community standards. More severe consequences may result in repeated violations. Detention is held from 3:15 to 4:15 p.m. on Thursdays. During detention, students are assigned consequences based on their infractions. Students must sign up for one of the next two detention periods after receiving notice of the assigned detention.

A student who misses detention may be subject to more severe consequences, including parent meetings, loss of free periods, day-long detention or suspension. Parents/guardians will be notified by email when their child receives detention.

#### **Loss of Free Periods**

Students may lose free periods for one week for a minor violation of community standards, as determined by the Grade Dean or Dean of Students. DAC may assign a longer time of loss of free periods in response to a major violation of community

standards. Students who have lost free periods may be assigned to supervised free periods.

### **Day-long Detention**

Students may be assigned day-long detention when DAC decides that a symbolic separation from the school community will assist in the learning process and that an out-of-school suspension would not be appropriate.

A student assigned day-long detention is responsible for making up homework, tests, and other work. Participation in after-school events will be decided in individual cases by DAC. Students serving day-long detentions are responsible for bringing their lunch.

### **Out-of-School Suspension**

Students may be suspended from school as a result of multiple violations of minor community standards, or for other violations that affect the integrity or safety of the school community. An additional violation of the same type may result in more severe consequences, including dismissal or expulsion from school. A student who has been suspended is responsible for making up homework, tests, and other work. During a suspension, a student may not participate in any school-sponsored activities or be on campus for any reason. Please note that out-of-school suspensions must be reported during the college admission process if a college requests this information.

### **Dismissal**

Students who are dismissed from the school will have the option to apply for readmission after a period determined by the Head of School.

### **Expulsion**

Students who make credible threats against the school community or any individual in it, or who sell or distribute illegal substances on campus or at school events will be automatically expelled. Students who have had multiple offenses, who use alcohol or other drugs at school, or who violate other major community standards may be expelled. Students who are expelled from the school will not be able to return under any circumstances.

**Final Note:** Suspensions, dismissals, and expulsions are reported to colleges when requested on the college application. Students who have been dismissed or expelled are not permitted to be on campus or attend school events without specific permission from the Upper School Director or Dean of Students.

## **VIII. Closing**

The Family Handbook is not meant to be a comprehensive document, but a guide for major policies that affect students' and families' daily lives. Whenever there is confusion or a lack of clarity, the first step for a family is to reach out to their child's advisor or the Upper School Main Office.

The Upper School administration, faculty, and staff wish you and your child a wonderful school year!