

Student/Parent Handbook



The Barrie School

2005-2006 Academic Year

13500 Layhill Road
Silver Spring, MD 20906-3299
301.576.2800

Website: www.barrie.org

CONTENTS

• Mission Statement.....	79
• Philosophy Statement.....	79
• Motto, Colors, Mascot, Logo.....	79
• History of Barrie School.....	80
• Non-discrimination Policy.....	82
• AIMS Independent School Guidelines.....	83
• An Effective Partnership.....	86
• Office of Institutional Advancement.....	88
• Collegiate Development.....	92
• All School Information.....	94
• Lower School Handbook.....	105
• Middle School Handbook.....	114
• Upper School Handbook.....	124

MISSION STATEMENT

The Barrie School is dedicated to providing a challenging academic environment and frequent opportunities for hands-on experiences within a diverse community that offers support and values mutual respect. Barrie students acquire the knowledge and skills essential for independent thinking, resourceful problem-solving, active citizenship, and lifelong learning.

PHILOSOPHY STATEMENT

At The Barrie School, we believe that all individuals possess an innate curiosity about the world and that the best education is that which transforms curiosity into passionate intellectual pursuit. The Barrie School believes that our society is best served by confident, creative and independent learners who demonstrate a commitment to community through respect for self, others and the environment.

Barrie values a safe and nurturing environment and a curriculum that challenges students to reach beyond their grasp. The Barrie School believes that education is a journey that responds to the needs of students as they develop from concrete, multi-sensory learners into abstract thinkers with an increased capacity for critical analysis and sophisticated communication. The Barrie School believes that education should strike a balance between theoretical and practical learning and aims to instill a continuing desire to strive for personal excellence in a complex and ever-changing world.

Motto: “A Passion for Learning - A Passion for Life”

School Colors: Blue and Gold

Barrie School Pantone Color Codes: Blue (*Pantone 540*) and Gold (*Pantone 123*)

Mascot: Mustang

LOGO: The school logo, the chambered nautilus, symbolizes Barrie’s mission. Its beautiful, smooth outer shell reflects our community’s reverence for the natural environment. The spiraled inner chambers represent the stages of growth and development, the unfolding of a person, with each stage of growth depending on previous growth, yet ever expanding.

History of The Barrie School

- 1932** With an enrollment of 13 nursery-aged children, **Frances Seldin** opens **The Peter Pan School**, Washington D.C.'s first integrated school, in her parents' home.
- 1933** Mrs. Seldin opens the school's **summer day camp** on a rented farm in Silver Spring.
- 1934** Merging with the **Montessori Educational Association** founded by **Alexander Graham Bell**, the school moves to **Kalorama Road** in northwest Washington D.C. The school has 53 children, ages three to six.
- 1935** The school establishes the **first school bus fleet** in Washington. The **baby blue buses** had special horns that played "The Sidewalks of New York."
- 1936** Mrs. Seldin purchases **Fern Place**, a sprawling estate in northwest Washington D.C. The **school expands to 12th grade**.
- 1940** The older students dislike the childish name of the Peter Pan School and lobby to have it changed. **Mrs. Seldin renames the school** after the author of Peter Pan, **James M. Barrie**.
- 1941 - 43** The school population is enriched by the arrival of a large number of Jewish refugees who have narrowly escaped from Europe. Barrie becomes an **international school**, drawing many families from the liberal intellectual expatriate community.
- 1949** Barrie students begin to take **weekly field trips** downtown, visiting theaters, museums, Congress, and other points of interest.
- 1952-53** Mrs. Seldin takes her first and only sabbatical from the Headship. **Dr. Raymond Boblitz** is appointed Acting Headmaster.
- 1955** Mrs. Seldin purchases a **41-acre country estate** on **Layhill Road** in rural Montgomery County, intending it to be the eventual home for the school.
- 1956** **Barrie Camp** moves to Layhill Road; **Founders Hall** is opened as the junior high's "country classrooms."

- 1958 The seventh and eighth graders begin the first **Extension Day Program**, spending one day a week working on the Layhill campus.
- 1960 The **Class of 1960** is the first to graduate from the Layhill campus.
- 1963 **Tim Seldin**, Mrs. Seldin's son, graduates from the Upper School.
- 1968 Barrie begins formal **community service** and **outreach** programs in the inner city.
- 1970 **Little House** is opened as a primary classroom.
- 1971 Frances Seldin dies unexpectedly at age 59. **Tim Seldin is named Head of School.**
- 1974 The county imposes a **building moratorium**, and Barrie is denied permission to build enough facilities for all of the students housed at the Fern Place campus. The Upper School is temporarily closed.
- 1976 Fern Place campus is closed and **Barrie moves to Layhill Road** with room for 265 students.
- 1980 The **Institute for Advanced Montessori Studies**, offering graduate-level teacher education programs, is founded on Barrie's Layhill Road campus.
- 1982 Barrie celebrates its **50th Anniversary** by reopening the Upper School in the former Argyle Junior High.
- 1984 Barrie's founding charter is overturned (Mrs. Seldin did not want the school to seek or accept donations), allowing the school to **reincorporate as a non-profit, tax-exempt charitable organization.**
- 1988 Barrie holds its first **Grandparents Day** celebration.
- 1990 The school's first capital campaign is launched with a **\$1 million gift** from parents **Bob and Eveline Roberts**. Construction begins on the new buildings.

- 1991 Montgomery County reopens Argyle as a public school and **Barrie's high school students are relocated to the Layhill Road campus.**
- 1993 The Board of Trustees purchases the school from the Seldin family, and **Barrie becomes an independent, non-profit school.** **M. Jeffrey Moredock** is named Head of School.
- 1997 A second capital campaign is launched to build a new arts and athletics facility.
- 1999 **The Barrie Center for Athletics & the Performing Arts** opens. **Charles F. Szumilas** is selected as Barrie's fourth Head of School.
- 2001 New Middle School building is constructed with **\$370,000 contribution** from parents Mike and Michelle Fannon.
- 2002 Barrie School celebrates its **70th Anniversary.** **Julia Wall** is named Head of School.
- 2004 **Tim Trautman** is named Head of School.

Policy of Non-Discrimination

The Barrie School does not discriminate on the basis of race, color, sex, creed, national or ethnic origin, physical disability, or sexual identity in the administration of its admission, hiring, and educational policies, financial aid programs, and athletic and other school-administered programs.

Independent School Guidelines

Reprinted from the Association for Independent Maryland Schools (AIMS) Guidelines For Parents and Independent Schools © 2005

PARENTS AND INDEPENDENT SCHOOLS

To be successful, every independent school needs and expects the cooperation of its parents, who must understand and embrace the school's mission, share its core values, and fully support its curriculum, faculty and staff. When joined by a common set of beliefs and purposes, the independent school and its parents form a powerful team with far-reaching positive effects on children and the entire school community.

Working together, parents and school professionals exert a strong influence on children to become better educated; they also help them to mature by modeling adult working relationships based upon civility, honesty, and respect. In practice, the greatest impediment to effective teamwork between independent schools and parents grows out of misunderstandings about school decision-making processes: Who makes decisions in independent schools? How are those decisions made? Independent schools must communicate their procedures to parents, who, in turn, share the important responsibility to become informed members of the school community.

PARENTS AND THE BOARD OF TRUSTEES

In most independent schools, decision-making authority at the highest level resides in a volunteer Board of Trustees whose membership often includes current parents. The Board of Trustees does not intervene in the daily affairs of the school, such as curriculum development and hiring, evaluating, or firing of faculty and staff. Instead, the Board focuses on three areas critical to the success of any independent school: it selects, evaluates, and supports the Head of School, to whom it delegates authority to manage the school; it develops broad institutional policies that guide the Head in running the school; and it is accountable for the financial well-being of the school. In the conduct of its official business, the Board acts only as a whole; individual Trustees, including the Board Chair, have no authority to act unless specifically authorized to do so by the Board acting as a whole.

- AIMS encourages parents who are interested in high-level decision making to stay informed about the work of the Board of Trustees by reading school publications, talking to the Head of School, and attending appropriate meetings.
- Parents with concerns about the school or with decisions made by the administration or faculty are encouraged to inquire about and follow the

school's review process, but they should not expect the Board of Trustees to act as an appeals board. In a day school, trustees often interact with others within the school community and hear concerns about the daily operation of the school. As a matter of good practice, the trustee reports those concerns to the Head of School.

PARENTS AND THE FACULTY AND ADMINISTRATION

Parents play an essential and positive role in the life of an independent school. Not only are parents advocates for their children, they also support the faculty and administration through extensive volunteer activities and events. The relationship between parents and the faculty and administration is formally governed by the school's written enrollment contract and handbook, in which its procedures are spelled out. When parents choose to enroll their child in an independent school, they agree to subscribe to its mission, follow its rules, and abide by its decisions. However, most teachers and administrators would agree that trust and mutual respect are the most essential underpinnings of effective working relationships with parents.

- AIMS encourages parents to work productively with teachers and administrators by staying informed about their child and important events in the life of the school. Thoughtful questions and suggestions should be welcomed by the school. It is incumbent upon the school to provide parents with timely and pertinent information.
- Parents best support a school climate of trust and respect by communicating concerns openly and constructively to the teacher or administrator closest to the problem. Efforts by parents to lobby other parents will be viewed by the school as counterproductive.
- While parents may not agree with every decision by the school, in most cases, the parent and school will find enough common ground to continue a mutually respectful relationship. In the extreme case, however, an impasse may be so severe that the parent cannot remain a constructive member of the community. In such cases, both the parent and the school should consider whether another school would be a better match for the family.

THE PARENTS ASSOCIATION AND THE SCHOOL

The Parents Association in an independent school provides a vital and much-appreciated service to school leadership and the entire school community. Because the Parents Association is so important, and its volunteer activities potentially so wide-ranging, AIMS recommends the following steps to structure and clarify the Association's role.

- The Board of Trustees, in consultation with the administration, should develop a set of written by-laws for the Association that make clear its procedures and role as a service organization.
- The by-laws should clearly state the Association's mission to support the decisions and policies of the Board and administration. The Parents Association neither participates in policy-making by the school, nor functions as a lobbying group.
- The finances of the Parents Association should be supervised and regularly monitored by the school and should be part of the school's annual audit process.
- The Head of School should be closely involved in the Association nominating process. Cooperation and teamwork between the Head of School and the officers of the Parents Association are crucial to the health of the school community.
- It is appropriate that the Parents Association advertise its activities and events. However, the Association is not a public relations arm of the school and should play no role in the school's efforts to communicate about itself.

An Effective Partnership

GUIDELINES FOR THE SCHOOL IN ITS WORK WITH PARENTS:

- Barrie recognizes that effective partnerships are characterized by mutual respect, clearly defined responsibilities, a shared commitment to collaboration, open communication, and common vision.
- The school presents its philosophy, program, and practices to parents during the admission process and on an ongoing basis, and encourages dialogue that clarifies parental expectations and aspirations for students.
- The school seeks and values parents' perspectives on their children.
- The school invites parents to participate in discussions about matters that affect the community.
- Teachers and administrators are accessible to parents, and are expected to engage in frank and open dialogue.
- The school keeps parents well-informed through reports, conferences and publications.
- The school offers and supports a variety of parent education opportunities.
- The school suggests effective ways for parents to support the educational process.
- The school actively seeks the knowledge it needs to work effectively with a diverse parent body.

GUIDELINES FOR THE PARENTS IN THEIR WORK WITH THE SCHOOL:

- Parents recognize that effective partnerships are characterized by mutual respect, clearly defined responsibilities, a shared commitment to collaboration, communication, and common vision.
- In selecting independent schools, parents seek a match between the needs of the student, their own expectations, and the philosophy and programs of the school.
- Parents are familiar with and supportive of the school's policies and procedures.
- Parents provide a home environment that supports the development of positive learning attitudes and habits, and encourage their children to take responsibility for their success.
- Parents recognize the special nature of their partnership with the school and contribute their time, energy, insight and financial resources to advance the mission of the school.
- Parents seek and value the school's perspective on their children.
- When concerns arise, parents seek information directly from the school, consulting those best able to address the concerns directly.

- Parents share with the school any educational, religious, cultural, medical, or personal information that the school may need to serve the student best.

Office of Institutional Advancement

COMMUNICATIONS

Communications at Barrie is the primary medium of interaction between the school and parents, faculty/staff and students, alumni, members of the news media and other members of the Barrie community. This department manages all aspects of internal and external communications for Barrie and has responsibilities including:

- Oversight of all publications including newsletters, invitations, marketing strategy and press releases
- Maintenance of the schools' central database
- Monitoring and updating the school's website, www.barrie.org

The Barrie website is continually being improved in order to better suit the needs of the parents, students and faculty. Currently, it provides access to homework assignments, students' projects, school calendar, emergency services and additional communications between faculty and parents. The website also functions as an important marketing tool for the Admissions Department, providing a window into Barrie for many prospective parents. During the school year, the Communications Department is responsible for publishing:

- The *Nautilus News*, a bi-weekly e-newsletter, providing a forum for all Barrie voices and keeping track of all community news, and
- The Annual Fund Report, which details Barrie's financial status and fundraising information.

The Communications Department is also responsible for assigning passwords to provide access to BarrieNET, used exclusively by the Barrie community. Parents, faculty and staff, students, alumni, grandparents and special friends are all eligible BarrieNET users. In order to receive a username and password, please send an e-mail to the Director of Communications; include your name, address, business and home telephone numbers, e-mail address, and your relationship to Barrie.

If you have any questions, please contact the Director of Communications at, 301.576.2845.

DEVELOPMENT

Barrie's financial health depends on a strong partnership between the school administration, the Board of Trustees, and the families of the students. As with all independent schools, Barrie relies on the generous financial support

from the school community to provide the margin of excellence that defines a quality education.

Independent school tuition covers only a portion of the actual cost of educating a student at Barrie. Since our goal is to maintain an excellent educational program while keeping fees competitive, the Barrie Annual Fund has been established to raise the necessary additional funds. Gifts to the Annual Fund are used to help defray any tuition increases, maintain and improve campus facilities, and attract and retain a diverse faculty and student body.

The Annual Fund

Every year, parents, grandparents, trustees, alumni, alumni parents, friends, and faculty and staff are asked to make gifts to the Barrie Annual Fund. The Annual Fund is a crucial component for enhancing the school's extensive academic and extracurricular activities, underwriting professional staff development, and improving campus resources and technology. By supporting Barrie, donors show their commitment to the students and to the quality of education at Barrie.

Barrie asks all parents and staff to participate in the Annual Fund. Parent and staff participation is an important indicator of the school's direction. For the second consecutive year, Barrie parents **Glenn and Janet Horenberg** will continue as Co-Chairs of the 2005-2006 Annual Fund Campaign.

Ways to Contribute to the Annual Fund

Contributions to the Annual Fund can come from a number of different sources, including cash, credit card, securities, corporations, corporate matching gifts, and in-kind donations of goods or services. In addition, The Barrie School allows donors to make unrestricted or restricted contributions. Restricted contributions can be earmarked for various school programs, including scholarships, technology, athletics, arts, or equestrian. Gifts to the Annual Fund are tax-deductible as allowed by law.

- **Cash** - Contributions of cash, checks, or money orders can be accepted. Checks should be made payable to "The Barrie School Annual Fund."
- **Credit Card** - Contributions by credit card can be made by phone or in person. Barrie accepts VISA and MasterCard only.
- **Stocks, Bonds, and other Securites** - A gift of appreciated securities could provide you with a sizable tax deduction.
- **Combined Federal Campaign (CFC)** - Contributions can be made by federal government employees through the Combined Federal Campaign (CFC).

- **Corporations and Corporate Matching Gifts** - An easy way to increase the amount of a contribution to Barrie is by finding out if an employer has a matching gifts program. Check with your or your spouse's Human Resources department to find out if there is such a program. If one exists, request the matching gift form, complete the donor section, and send the form to The Barrie School Office of Institutional Advancement.
- **Retail Stores** - Several local retail stores have programs that support The Barrie School. Currently, there are easy-to-use websites that allow a supporter of Barrie to make a contribution by shopping at their member stores. Each merchant will designate a percentage of your purchase to Barrie. Every dollar raised for the Annual Fund is an important step to achieving the school's goals. Please take a few minutes to fill out the necessary online forms. Please visit www.escrip.com, www.schoolcash.com, www.target.com/tcoe, and www.giantgood.com/aplus to sign up for their free-to-participate programs.

Endowments

Endowments insure the long-term financial security of the school by providing funds that are invested by the institution, generating interest income that serves as an additional source of revenue. An endowment is an asset of the school and serves to strengthen the institutions overall financial status. A Barrie family, along with the Board of Trustees, has established an unrestricted endowment to provide for the financial security of future generations of Barrie students.

Capital Campaign

Barrie is currently researching the physical needs of the campus, including classrooms, arts and athletics facilities, and other potential infrastructure projects.

Planned Giving

Barrie supporters can help insure the long-term security of the school through planned giving. Gifts of this nature can be made in the form of a will bequest, life insurance beneficiary, or through a retirement plan.

In-Kind Contributions

Contributions of goods and services are also accepted. Such items could include school supplies, books, furniture, electronics, and anything else that would be useful to the school.

ALUMNI

To ensure that Barrie's legacy continues after each student graduates, Barrie is in the process of establishing the Barrie Alumni Association that will help alumni and alumni parents maintain relationships with each other and provide assistance to future Barrie graduates.

If you have any questions, please contact the Director of The Annual Fund, at 301.576.2836.

Collegiate Development

Collegiate Development provides Barrie students with early exposure to the idea of college. By incorporating Barrie's mission of life-long learning, students are confident and prepared to maximize their collegiate experience. The process of applying to college is the first of many steps toward making solid life decisions. Along with early access, collegiate development incorporates innovative programming and curricula that elaborate on the college experience. This global perspective affords students an opportunity to integrate their Barrie experience into the college and university community.

The Dean of Collegiate Development establishes and maintains relationships with colleges and college admission officers through college tours, conferences, and hosting visitors to The Barrie School. The dean matches students with appropriate post-secondary options, including moderate to competitive colleges and universities in all regions of the country and internationally. The Dean of Collegiate Development writes the official letter of reference for all seniors and uses a portfolio delivery process for all college applications, e.g., all pieces of the application are sent as one package from Collegiate Development.

Evening programs for students in the middle and upper schools are held on a variety of topics related to the journey toward college. All sophomores and juniors take the Preliminary Scholastic Assessment Test (PSAT) in the fall. Beginning in the fall of 2004, sophomores will also take the PLAN. The Dean of Collegiate Development develops a testing sequence for all students. Formal individual meetings with students and their parents begin in the winter of the junior year and continue throughout the senior year. While priority is given to junior and senior students and parents, meetings with younger students and their parents are available as needed.

ADVANCED PLACEMENT EXAMINATION POLICY

All students enrolled in Advanced Placement courses will be required to take the AP exam(s). By early March, a student will indicate a decision on an AP examination contract/order form. Examinations will be ordered by late March. The contract can be nullified only by the Head of Upper School based on a request of an AP faculty member. Any student breaking the contract will incur the AP exam cost. Students that complete College Board AP examinations are exempt from an additional final exam. During exam periods, students are only permitted to be on campus for faculty-lead reviews and scheduled exams.

TESTING AND EVALUATION

The Preliminary Scholastic Assessment Test (PSAT) is given each year in October at Barrie on a date designated by the College Board. The PSAT offers preparation for

the SAT I, which is required for admission to most colleges. All tenth and eleventh graders are expected to take the PSAT and are automatically registered for the test by Barrie. The SAT I, SAT II and A.C.T. are offered at numerous testing centers in the area. Registration information is available in the office of Collegiate Development. Juniors and seniors receive counseling and explanation for all college entrance examinations. Official SAT I and SAT II (all college entrance examinations) tests must be sent from ETS (Educational Testing Service), although score results are provided to Barrie and placed in students' files.

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

(Note: Students registering for PSAT, PLAN, SAT I, SAT II, A.C.T., and T.O.E.F.L. must use Barrie's CEEB code number: 210951.)

COLLEGE DISCLOSURE POLICY

The Barrie School encourages all college applicants to answer those questions regarding disciplinary infractions truthfully and to use past mistakes to their advantage by demonstrating thoughtful reflection and growth. The Barrie School college disclosure policy is governed in accordance with the National Association for College Admission Counseling's Statement of Principles of Good Practice.

COLLEGE VISITS

Only seniors are allowed to miss classes for college visits. Seniors must submit a College Visit Request Form for faculty approval at least three days prior to a college visit. Completed forms must be signed by Upper School administrators and returned to the administrative assistant. Students are urged to make their college visits during vacations and the regularly scheduled Barrie visit days; however, should this timing not be feasible, other dates may be cleared. Faculty may deny permission if a student's work is not up to date or satisfactory. Students must check with all their teachers on assignments, including co-curricular activities. Upon return from a college visit, assignments should be up to date and tests prepared for and immediately taken.

All School Information

CONTENTS

POLICY

• Barrie School Entities.....	94
• Academic Integrity.....	95
• Acceptable Student Behavior.....	95
• Accommodations.....	95
• Domestic Animals on Campus.....	96
• Tobacco Free Campus.....	96
• Health and Medication.....	96
• Lost and Found.....	98
• Parent School Partnership.....	99
• Privacy of Student Files.....	99
• Re-enrollment Procedures.....	100
• Release of Records.....	100
• Religious Holiday Policy.....	100
• Harassment, Intimidation, and Bullying.....	101
• Technology Use Policy.....	101
• Transportation and Safety on the Bus.....	102

DESCRIPTION

• Barrie Day Camp.....	103
• Extended Day Program.....	103
• Institute for Advanced Montessori Studies.....	103
• Libraries.....	104
• Equestrian Program.....	104

POLICY

THE BARRIE SCHOOL ENTITIES

The Barrie School is comprised of five entities:

- The Lower School
 - Primary: Ages 2 – K
 - Lower Elementary: Grades 1 - 3
 - Upper Elementary: Grades 4 - 5
- The Middle School
 - Grades 6 - 8
- The Upper School
 - Grades 9 – 12
- The Barrie Camp
 - Ages 3 – 12
- The Institute of Advanced Montessori Studies
 - (International Teacher Training Center)

ACADEMIC INTEGRITY

With the exception of group assignments, students' school work must always reflect their own knowledge, ideas, effort and ability. Academic honesty lies at the core of any educational institution; for this reason, cheating and plagiarism will result in severe academic penalties and may lead to suspension or expulsion from The Barrie School.

ACCEPTABLE STUDENT BEHAVIOR

The Barrie School expects all members of the community to demonstrate and share responsibility for kindness, courtesy and respect. All students are expected to adhere to and uphold the ideals of "Respect for Self, Respect for Others and Respect for the Environment." Self discipline supports a strong educational program. Barrie students are expected to be committed to punctual completion of all assignments, class attendance, respect for all individuals, honesty in conduct, and thoughtful adherence to school policies and procedures.

As members of The Barrie School Community, we endeavor to:

- Be forgiving;
- Be honest;
- Be self-confident;
- Be true to ourselves and be our best self;
- Be positive;
- Be sensitive to others;
- Be open-minded about new ideas;
- Be respectful;
- Think about our actions and take responsibility;
- Be friendly.

Developed by Middle School students on September 20, 1999

Violations of school rules will result in appropriate sanctions, including, but not limited to, loss of privileges, disciplinary probation, suspension and expulsion. The Head of School may dismiss any student who violates school rules or who endangers the health and safety of self and/or others.

ACCOMMODATIONS

Based on the individual needs of our students, the administration, faculty, and outside professionals work together with information gained from a variety of diagnostic tools to make appropriate classroom accommodations.

DOMESTIC ANIMALS ON CAMPUS

During the academic day and school events, family pets are prohibited on campus. Any pet involved in a classroom assignment/activity, e.g. personality of the week, must be caged or leashed and controlled by the parent or guardian. All animals brought to campus for this purpose must provide evidence of current vaccinations.

TOBACCO FREE CAMPUS

The Barrie School is a tobacco-free campus; smoking, chewing, or dipping is not permitted on school grounds, indoors or outside, or at any school function or field trip.

HEALTH AND MEDICATION

Maintenance of students' health is critical to the learning process. Fostering this goal requires effective communication and cooperation among the physician, parents and school personnel.

The school health service office must have a completed emergency form, updated immunization record, and the latest medical form on file for each student **prior** to the first day of school. If a student does not have the appropriate forms on file, he or she may not attend school until all forms are received by health services. Health service personnel are responsible for the care of the entire student population.

Health service personnel are on duty from 8:00 A.M. to 4:00 P.M. Additional school staff members are also trained in first aid and basic life support and a physician is on call. In the Lower School, an ill or injured student who requires medical attention is escorted to health services by his or her teacher. Middle and Upper School students should obtain permission from their teachers to visit the nurse. First, they must go through the divisional office before proceeding to the health room. In cases where a student is too ill to return to class or has an injury that requires further medical evaluation, health services will contact the student's parents.

If a medical situation arises that requires immediate attention, reasonable efforts are made to contact the parents. If the school official is unable to reach parents in a timely manner, the student is transported to the hospital while efforts to contact the parents continue.

Parents must keep their student's emergency contact information current and must inform the administrative assistants of their respective divisions of any changes.

Within reason, the administration of medication to pupils during the school day should be avoided. Treatment schedules that allow medication to be given outside

school hours are preferred. When, in the opinion of a child's physician, it is necessary to give medication during school hours, health services will administer such medication in accordance with *The Barrie School Policy on Administering Medications to Students*. Any medication brought to school must be checked in with health services upon arrival. Students are not allowed to self-medicate, with the exception of emergency medications, such as Epi-pens and inhalers. In the Primary, Lower and Upper Elementary divisions, medication is administered to the student in the classroom or in the health room. In the Middle and Upper School, students are responsible for reporting to the health room for the administration of medication.

The athletic trainer is responsible for the health and safety of all Barrie athletes and oversees practices and home games for all Barrie teams. The trainer focuses on injury prevention and works in a collaborative role to support the injured athlete to ensure successful return to play.

Medication Sent from Home

All medications sent from home, including Epi-pens and inhalers, must be accompanied by the *Authorization to Administer Medication Form* signed by the prescribing physician **before** the medication can be administered at school. Any medication for which there is no proper authorization cannot be administered and will be sent home. Only oral medications are administered routinely.

When filling a prescription, parents should request two properly labeled bottles, one for school and one for home. If the medication bottle brought to school does not have an intact pharmacy label, the medication cannot be administered.

This policy applies to prescriptions and over-the-counter medications. A new Authorization Form must be completed for each episode of illness and each new medication.

- The parent or guardian is responsible for administering the first day's dosage of any new medication at home.
- The parent or guardian is responsible for notifying the school in person or by telephone on the first morning a new medication is being brought in with the completed Authorization Form.
- In cases involving long-term medication for chronic conditions, to include Epi-pens and inhalers, a new Authorization Form must be filed with the school at the beginning of each school year. Any medication changes during the school year must be accompanied by a new Authorization Form.

The Authorization Form is part of the summer mailing sent to parents.

Additional Forms can be obtained from health services.

Over-The-Counter Medication

Absolutely no medications, including ibuprofen, acetaminophen (Tylenol), or other over-the-counter medications will be given or allowed to be taken at school unless accompanied by an Authorization Form or a note signed and dated by the parent or guardian that includes the child's name, name of medication, condition being treated, time and dosage to be administered, and duration of administration of the medication.

Medications for Field Trips, Extension Days and Overnights

If a student is receiving medication on a routine basis at school and an *Authorization to Administer Medication Form* is on file, no additional Authorization Form from the physician is required for off-campus trips.

If a student receives medication on a routine basis at home and the school does not have an Authorization Form on file, an *Authorization to Administer Medication Form* must be completed by the student's physician in order for the school to administer medication while on field trips or overnights.

When programs move beyond The Barrie School campus, medication for field trips, extension days, or overnights is administered by the teachers with instructions by health services. For Primary, Lower and Upper Elementary students, health services personnel will provide teachers with the student's medication for the activity.

For Middle and Upper School students, parents are responsible for providing the student's medication for administration. Parents must remind the students to obtain Epi-pens and inhalers from health services, if necessary.

Additional information concerning medication for overnights or Extended Study Week will be provided before each trip.

LOST AND FOUND

Lost and found items can be found in five areas on The Barrie School campus:

Lower School Office
Upper Elementary Office
Middle and Upper School Commons Areas
The Barrie Center

Unclaimed items are periodically donated to charity.

PARENT SCHOOL PARTNERSHIP

Students benefit best from cooperative partnership of home and school. The Barrie School is committed to a mutually supportive relationship with its families. The Barrie School invites and expects all parents to accept their full share in this privilege. Parents or guardians are expected to work with the student to meet and maintain the academic standards of the school, to support the school in accomplishing its Mission, to discharge both the parents' and their student's obligations as cooperative members of the school community, and to abide by all the policies, rules and regulations of the school. The Barrie School reserves the right to discontinue enrollment or decline to re-enroll a student if the Head of School reasonably concludes that the actions of a parent or guardian have breached the partnership or otherwise seriously interfered with the school's accomplishment of its educational purposes.

Reprinted from the Independent School Management

© 2005

You can expect from us:

Fulfilling our Mission

A safe, caring environment

Close communication about your child

Close communication about the school in general

An invitation to be involved

Consistent values and discipline

An "open ear" at any time

We expect from you:

To agree to our mission and support it

To provide a quiet study environment

To communicate with us about your child

To attend meetings of the school, division, grades and parents' association

To seek involvement in appropriate ways

To support our values and discipline

To seek information and facts, not believe rumors

PRIVACY OF STUDENT FILES

Student files are confidential records kept secure from unauthorized access.

Parents and guardians may access their child's files upon request to the appropriate division head. The file must be viewed in the presence of a Barrie staff member. If the parent or guardian disagrees with any item in the file, a note to that effect may be inserted into the permanent file.

A copy of a student's file may be sent to an outside professional, such as a psy-

chologist or educational diagnostician, upon the written request of the parent or guardian.

Confidential information: In the event of parental divorce or separation, it is school policy to provide both the custodial and non-custodial parents equal access to all official records and reports regarding their children. Each is granted access to children, teachers and administrators. Exceptions to this policy are made only when necessary to comply with applicable law and/or when ordered by a court of law. Written documentation of such order must be kept on file.

RE-ENROLLMENT PROCEDURES

Re-enrollment material is mailed in early January to students eligible for re-enrollment. Re-enrollment may be jeopardized by reasons including, but not limited to:

- disciplinary infraction;
- academic standing;
- financial arrears;
- disruptive parental behavior.

If you do not wish to re-enroll your student for the next year, or you wish to withdraw your student during the school year, parents are expected to submit notification in writing to the Office of Admission.

RELEASE OF RECORDS

Parents are responsible for prompt payment of all outstanding tuition and other fees. Student records will be withheld if a student's account is not current, or if it reflects unpaid library fines, missing or damaged textbooks, or similar unpaid fees. Student records are made available when the account is made current.

RELIGIOUS HOLIDAY POLICY

The Barrie School, a non-sectarian school, represents a very diverse population. The school encourages its students to observe their religious holidays that may fall on a school day. The school will honor all religious observation absences as excused absences. Parents must contact the administrative assistant either by phone, e-mail, or by a written note three days prior to the religious observation absence. It is the responsibility of the student to talk with the faculty to determine what schoolwork will be missed and the due date for make-up work, following the holiday. The faculty understands that for many holidays the student will not be able to complete the work during the holiday observance. The faculty will not require make-up homework on the day the student returns, unless a non-holiday weekend precedes or immediately follows the holiday.

HARASSMENT, INTIMIDATION, AND BULLYING

Harassment, intimidation, and bullying violate The Barrie School policy and ideals. Any student behavior violating school policy is subject to disciplinary action. Prohibited conduct may include, but is not limited to, unwelcome behavior with sexual overtones and malicious or aggressive behavior towards others concerning race, color, sex, creed, national or ethnic origin, physical disability, or sexual orientation.

TECHNOLOGY USE POLICY

In the use of technology, Barrie places restrictions on student use of computers consistent with the school's mission and acceptable student behavior. Any use of technology on or off campus regarding the Barrie community that results in the disruption of the school is prohibited. Violation of the technology use policy may result in dismissal from the school.

- Students understand that technology in all of its forms at all times is provided for educational purposes only, and that student use of computers for any other purpose is restricted by the school at its sole discretion.
- Students understand that computers and software on campus are the property of The Barrie School and that the school retains authority to gain access to any files on its computers, including e-mail. Students will not download or install software.
- Students may not use technology at Barrie or elsewhere that defames individual members of any community.
- Students will use computers with school-issued passwords. Students will not log into other accounts (including email) or use files owned by others without permission.
- Students will not copy, change, or transfer any software provided by Barrie without permission.
- Students will not use computers for unlawful purposes, including illegal copying, installation, or distribution of software. This includes using the school's computer resources to engage in plagiarism or other forms of cheating.
- Students will not intentionally produce, copy, or distribute any computer code or program designed to self-replicate, damage or hinder the performance of any computer file system or software. Students will not attempt to breach the security system or disrupt the normal operation of

the network.

- Students will respect the intended privacy of e-mail messages and will not tamper with the mail of others or circulate or distribute e-mail messages of any sender without permission. Students will not misrepresent themselves as another person in electronic communications.
- Students will not intentionally access material that is pornographic or that advocates illegal acts, violence, or hatred toward any group of people. Students will not harass or participate in malicious behavior directed toward another person.

Students who violate this policy on or off campus will be subject to disciplinary actions that may include expulsion from The Barrie School.

TRANSPORTATION AND SAFETY ON THE BUS

The Barrie School operates a fleet of school buses and provides transportation to and from school on a contractual basis. Bus routes are determined each year based on contracts received and the school's capacity to provide the service.

Consequently, a student without a transportation contract may ride the bus with the following restrictions:

1. A letter must be sent to the administrative assistant of the child's division 24 hours in advance indicating the dates and drop-off for the child.
2. A check for \$15.00 per trip is required.
3. Service is available only on established routes and on a space-available basis.

Please review the following basic safety rules. School conduct rules apply on all Barrie transportation vehicles.

Students must:

- always wear seat belts when available;
- stay in their seats at all times while the bus is moving;
- leave their seats to exit only after the bus has come to a complete stop at their destinations;
- not shout, use profanity, play roughly, or switch seats while on the bus;
- not eat or drink on the bus without the driver's permission.

Radios, CD players and MP3 players may only be used with headphones on the bus

ride to and from school.

Barrie's buses are inspected regularly by the Department of Transportation and by The Barrie School.

DESCRIPTIONS

THE BARRIE DAY CAMP

The Barrie Day Camp is accredited by the American Camping Association. From June through August, a staff of over 200 counselors and specialists gather on the Barrie campus to create a recreational program that is designed to offer campers the time and support to explore and extend new interests, enhance and enrich personal passions, and participate in fun, experiential activities. The regular camp serves children from age four through eighth grade, providing activities such as sports, nature, horseback riding, arts and crafts, canoeing and swimming. Specialty Camp programs such as *Summer Studio*, *Summer Sports*, *Riding* and *Computer Camp* offer students in the fourth through eighth grades the opportunity to spend half of the camp day immersed in specific activities and the remainder of the day in the regular camp program. Although campers are required to enroll in a minimum of one four - week session, many register for six or eight weeks. For questions about The Barrie Day Camp, please contact the Director of the Extended Day & Barrie Camp Programs at 301.576.2815.

EXTENDED DAY PROGRAM

The Barrie School offers an Extended Day Program for students age two through grade eight before and after school hours. Morning supervision is offered beginning at 7:00 A.M., and afternoon supervision is offered until 6:00 p.m. Parents sign a separate contract to enroll their children in these programs and are billed accordingly. If space is available, parents may have their children attend either the morning or afternoon Extended Day Program on a "drop in" basis. They will be billed for this service. For further information, contact the Director of the Extended Day & The Barrie Camp Program at 301.576.2815.

INSTITUTE FOR ADVANCED MONTESSORI STUDIES

The Institute for Advanced Montessori Studies (IAMS) is an entity of The Barrie School. IAMS was founded in 1980 to support the advanced training of Montessori educators for the Early Childhood and Elementary classrooms and also to influence education nationally and internationally through sharing the Montessori instructional model.

IAMS is affiliated with the American Montessori Society and is accredited by the Montessori Accreditation Council for Teacher Education Commission. It is a member of the International Association for Montessori Education and is approved by the Maryland Higher Education Commission.

Through an affiliation with Trinity College in Washington, DC., IAMS graduates may be granted academic credit in Trinity's Master of Arts in Teaching Program. Located on The Barrie School campus, the Institute provides a program that consists of intensive summer coursework taught by recognized experts in Montessori education. This is followed by a year long supervised internship in an accredited Montessori school.

For more information, please contact the Institute for Advanced Montessori Studies at 301.576.2866.

LIBRARIES

The Barrie School has three libraries on campus. Students are responsible for materials they borrow from the libraries and are charged for the replacement of lost or damaged materials.

The Lower School library is for students from primary through third grade. Library materials for students in fourth and fifth grades are housed in the Upper Elementary building. The librarian is available for group lessons, guided research and reference support. The Claremont Library serves Middle and Upper School students and faculty. Computers are available for student use and research in the Upper Elementary and Claremont libraries.

EQUESTRIAN PROGRAM

The Barrie School maintains a stable of horses and equestrian facilities on campus. Students interested in scheduling riding lessons or becoming a member of the Barrie Equestrian Team (grades 6-12) may contact the Director of the Riding Program at 301.576.2834.

Lower School Handbook

Primary: *Age 2 - Kindergarten*

Lower Elementary: *Grades 1 - 3*

Upper Elementary: *Grades 4 - 5*

CONTENTS

Attendance Policies.....	105
• School Hours.....	105
• Departure.....	105
• Early Dismissal.....	106
• Parking Lot and Safety.....	106
• Attendance and Tardiness.....	107
• Absences.....	107
Academic Policies and Expectations.....	107
• Special Subject Classes.....	107
• Homework.....	107
• Parent-Teacher Conferences.....	108
• Progress Reports.....	108
• Standardized Tests.....	108
Student Life.....	109
• Dress Code.....	109
• Lunches.....	109
• Lunchbox Mail.....	110
• Personal Items.....	110
• Field Trips.....	110
• People Mornings.....	110
• Birthday Book Club.....	111
• Classroom Placement.....	111
• Resources and Support Services.....	111
• Discipline Policy.....	111

ATTENDANCE POLICIES

SCHOOL HOURS

The Lower School classrooms are open for students at 8:30 A.M. and **classes begin at 9:00 A.M.** The School cannot accept responsibility for students who arrive at school earlier than 8:30 A.M. unless they are enrolled in the Extended Day Program. Any Lower School student who is not enrolled in the Extended Day Program and is present on campus prior to 8:30 A.M. must be escorted by a parent/guardian to the Extended Day Program, and parents will then be billed at the drop-in rate.

Classes end at 3:10 P.M. in Primary and Lower Elementary and at 3:20 P.M. in Upper Elementary. The road leading up the hill is closed to traffic from 3:00 – 3:20 P.M. for the safety of students boarding buses. Car pick-up begins at 3:20 P.M. and ends at 3:40 P.M.

Unless students are participants in an after-school activity or are enrolled in the Extended Day Program, those remaining on campus after 3:40 P.M. must be supervised in the Extended Day Program, and parents will then be billed at the drop-in rate.

Staff is not permitted to release a child to anyone except a child's parent or guardian without written permission submitted to the child's teachers. In an emergency, notification may be made by phone to the Lower School office at 301.576.2832. **The person designated to pick up the child will be asked to present photo identification upon arrival.**

DEPARTURE

In cases of special early dismissals, parents must arrive before 3:00 P.M. to avoid traffic, due to closure of the road leading up the hill from 3:00 P.M. to 3:20 P.M. At 3:20 P.M., after the buses have departed, cars may proceed to the dismissal area.

For parents with Upper Elementary students, please see Traffic Pattern Map.

Parents with students in multiple levels are expected to pick up the older student first and then proceed to pick up Primary and Lower Elementary students.

EARLY DISMISSAL

If a student is to be excused early, parents/guardians must send a note to their child's teachers. The note must indicate the reason for early dismissal, the time the child will be picked up, and the person to whom the child is to be released.

Primary and Lower Elementary parents/guardians must stop in the Lower School Office to pick-up an early dismissal form before going to the classroom to retrieve their child. Upper Elementary parents/guardians must obtain an early dismissal form from the nurse's office in the Upper Elementary building before going to the classroom to retrieve their child.

PARKING LOT AND SAFETY

An adult must accompany children when in the parking lot and the area extending to the Lower School gym.

ATTENDANCE AND TARDINESS

Classes begin promptly at 9:00 A.M. Primary and Lower Elementary students who arrive after 9:00 A.M. must be accompanied by a parent/guardian first to the Lower School office to be signed in and then to the child's classroom.

Upper Elementary students who arrive after 9:00 A.M. must be accompanied by a parent/guardian first to the nurse's office in the Upper Elementary building to be signed in and then to the child's classroom.

ABSENCES

Beginning in Kindergarten, children are required by Maryland law to attend school. Illness and other absences may be excused by the administration of the school. If a student misses enough days to compromise learning and is unable to achieve the goals of his or her grade, the student may be required to remain in that grade for an additional year.

When a student is ill, a parent/guardian must call the administrative assistant at 301.576.2832 between 8:30 A.M. and 9:00 A.M. to report the absence. Parents should contact their child's teacher to receive class assignments if the child is absent due to extended illness.

ACADEMIC POLICIES AND EXPECTATIONS

SPECIAL SUBJECT CLASSES

Lower School students attend special subject classes in art, music, Spanish, physical education, and library resources. Students in the 2 and 3 year-olds class attend classes in music and physical education.

HOMEWORK

Primary children do not receive homework. Homework is introduced in the first grade with expectations growing progressively as students advance. For Upper Elementary students, an average evening's homework includes approximately one hour of reading along with other assignments.

Homework is intended to afford students the opportunity to practice and reinforce skills introduced in the classroom. Self-discipline develops through the process of independently completing assignments. Students are expected to give homework their full and careful attention. Homework is assigned at the beginning of the week and must be completed and returned at the end of the week.

PARENT-TEACHER CONFERENCES

Lower School parent-teacher conferences are held in November and March. If you want to speak to your child's teachers during the academic year, call the school at 301.576.2800 and leave a message on his or her teacher's voice mail extension. (See Faculty Directory.) Teachers will return calls as soon as possible during the school week.

In the case of divorced or separated parents, joint parent-teacher conferences will be arranged. If either parent is uncomfortable with a joint conference, he/she must contact the Head of the Lower School (301.576.2877) to discuss the situation.

PROGRESS REPORTS

Lower School parents receive written reports every nine weeks. Following the fall and spring conferences, the written report takes the form of a conference summary. Two and three year-old students receive narrative reports. For students aged four through fifth grade, the end-of-semester Progress Report includes a skills checklist that addresses areas of academic and social development and identifies student progress relative to Barrie's academic benchmarks. A descriptive newsletter will accompany each of the Conference Summaries and Progress Reports informing parents of the various activities that have taken place in the child's specialist classes.

STANDARDIZED TESTS

Each spring, students take ERB (Educational Records Bureau) standardized achievement tests in the third through fifth grades assessing individual performance in word study skills, reading vocabulary and comprehension, math problem solving and computation, and writing and language mechanics. Additionally, this testing provides a measure of academic skill that allows us to compare the performance of our students to other students in their age group, nationwide.

At Barrie, we use an assortment of assessment tools to give us a more rounded picture of each child's progress. These tools include classroom observation, portfolio assessment and teacher evaluations. We also use student performance on the tests as a means to evaluate the strengths and weaknesses of our programs.

STUDENT LIFE

DRESS CODE

Primary/Lower Elementary

Clothing should be neat, clean and comfortable for work and/or play. Primary students are encouraged to dress in clothing they can put on and fasten themselves. Parents should pay particular attention to student's attire on days when physical education or art instruction occurs (e.g. proper footwear or appropriate clothing).

Please mark all clothing clearly with your child's name.

Students often work outside or participate in nature hikes during the school day; they should be prepared with an extra sweater or sweatshirt in their cubby. Parents are informed in advance of special field trips or events that will require more formal attire.

Upper Elementary

The school dress code is established to provide a community standard. Students are expected to use good judgment and to dress in clothing that is neat, clean and in good repair at all school events. Shirts must be long enough to be comfortably tucked under the belt or meet the waistband. Shorts, skirts and dresses must reach mid-thigh. Shoes must be worn at all times.

The following are inappropriate and not acceptable as part of student dress:

- Attire with violent, vulgar, drug, or alcohol-related themes;
- Attire with symbols of racial, ethnic, religious, or any other type of slander;
- Purposeful display of underwear;
- Exposed backs or midriffs;
- Halter tops, tops with spaghetti straps, tops or dresses with low necklines.

At events where swimming will take place, racing Speedos (for boys), string bikinis and French cut suits (for girls) are not acceptable. When activities call for more or less casual attire, the adult in charge will announce modifications to the code in advance of the activity.

LUNCHES

Lower School students bring their lunch to school in a clearly labeled lunch container each day. Parents are requested to send nutritional food. Candy, soda and gum are not allowed, and we ask that you avoid highly processed, sweetened snack foods.

In the Primary division there are two snacks a day. The school provides morning snacks and parents provide afternoon snacks. Please pack an additional piece of fruit to share for the afternoon snack. Lower and Upper Elementary students may bring a small snack each day.

Milk (1%) is provided to all levels. Parents with children who are allergic to milk or are lactose intolerant should send an alternative drink.

Please be certain to inform the teacher of any food allergies at the beginning of the school year.

LUNCHBOX MAIL

During the school year, students will periodically bring home letters, notes, class newsletters and announcements in their lunch boxes or weekly work folders. All work folders must be returned to the classroom promptly.

PERSONAL ITEMS

Unless specifically requested, toys may not be brought to school or to the Extended Day Program.

FIELD TRIPS

Field trips are an integral part of the Barrie experience at all age levels. Parents receive advance notice of trips and will periodically be invited to join in these activities. Students in third through fifth grades participate in off-campus overnight trips each year.

A fee is not normally required for field trips. Some events such as a special play, concert, a visit to a restaurant, or overnight stay may require extra charges. Additional fees are incurred for all overnight excursions to Echo Hill Outdoor Camp. Lower Elementary students attend Echo Hill in the fall and spring and Upper Elementary students attend in the spring.

Since all students will ride a bus at one time or another, parents must review the rules for student safety on the bus. Teachers will also review these rules with their students.

PEOPLE MORNINGS

In the fall and spring, Primary and Lower Elementary parents and significant other adults are invited to school for People Mornings. These are special opportunities that allow students to share their classroom, favorite work and friends with adults who are important in their lives. On these occasions, please make alternative arrangements for siblings.

BIRTHDAY BOOK CLUB

The Birthday Book Club is a long-standing Barrie tradition. Parents are encouraged to contribute a book(s) to the Barrie libraries in honor of their child's birthday.

CLASSROOM PLACEMENT

Our goal is to place each student in a classroom that will provide the best possible learning environment. The Head of Lower School, in consultation with the student's teachers and members of our Resource Team, decide a student's placement. Placement decisions are complex, involve many key factors and are very carefully thought out. In making a placement decision, consideration is primarily given to matching the academic needs of the child with the teachers' talents and strengths, balancing class size, gender, ethnicity, and maintaining close social relationships with groups of children when appropriate. Because of the complexity of this decision-making process, teachers do not recommend placements to parents, and parents are discouraged from writing letters to the leadership asking for a specific placement. Parents are invited to write letters outlining concerns about their child's needs.

RESOURCES AND SUPPORT SERVICES

The Head of Lower School serves as a support for student needs and problems. The school also provides part-time supportive services of a director of student services, a school counselor, and a learning specialist to consult with the faculty and work with students, both individually and in groups.

When appropriate, the Head of Lower School, in consultation with the Director of Student Services, will make referrals for outside professional resources.

DISCIPLINE POLICY

At The Barrie School, the development of social skills in the child is as important as the development of academic skills. Learning to be a positive, supportive member of a community is valued. Barrie students are treated with respect and are expected to treat others with respect. Barrie staff work to cultivate student awareness of three fundamental responsibilities: (1) respect for the feelings and rights of individuals; (2) respect for public and private property; and (3) respect for the rules and guidelines of the school community.

Respectful behavior is expected to be reinforced at home. Children benefit from consistent behavior modeled by all adults. Discipline issues are effectively addressed by the combined efforts of the parents, school and the child.

At Barrie, we teach children that conflict among one's peers is normal and will arise from time to time, and it is *how* we resolve these conflicts that is important. Students learn that people perceive events in their environment differently from

one another and sometimes have different values than theirs concerning these events. To get along, we must learn to listen to what others are saying and feeling, be able to express our own feelings and, when necessary, compromise. Sometimes we can even agree to disagree and yet live harmoniously with that difference. We believe that this process of conflict resolution is the basis for learning respect for diversity. All these skills must be learned and practiced day by day.

To reduce the incidence of disruptive behavior, we create an environment that encourages self-control, empathy towards others, and respect of others and property. If a problem arises, we try to find the cause and help change the circumstances that precipitated the problem. Most problems are solved by guided conflict discussion among the individuals involved. To clarify our expectations, we have developed behavioral guidelines for children, as well as adults, at The Barrie School. They are as follows:

- Safe and proper comportment throughout the buildings, on field trips, and on the playground. This includes playing safely on the playground and not running in the buildings.
- Exercising self-control during class and group times. This means not disturbing classmates. A child's behavior should not interfere with another student's learning.
- Listening and following the directions of the adult(s) in charge.
- Being considerate of other people's feelings. We do not tolerate persistent teasing or making fun of others.
- No fighting or aggressive physical contact. We encourage the use of words and listening skills to solve problems.
- Speaking and listening respectfully to fellow students and teachers.
- Waiting one's turn to speak and using appropriate language during heated discussions or disagreements. Rational disagreement is encouraged, disrespectful comments are not.

CONSEQUENCES OF INAPPROPRIATE BEHAVIOR

- Inappropriate behavior is brought to the attention of the student.
- At this point, conflict resolution is encouraged and facilitated by the teacher.

- If necessary, the student is given a time-out to cool down and think about alternate solutions. A teacher will talk to the child about the behavior, offering solutions or clarification of problems.
- If the inappropriate behavior persists, the teacher will arrange a formal conference with the parents to discuss possible causes and potential solutions.
- Continued problematic behavior is brought to the attention of the Head of Lower School and a conference is set up with the parents, the Head of Lower School, and the teacher(s) involved. An appropriate course of action is recommended by the school and might include a behavior modification program or outside testing and/or counseling.

If the above methods do not resolve the problem, a student may be suspended from school and will only be readmitted when the child and parents demonstrate progress in resolving the problem.

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

A comprehensive log will be kept of a child's behavior, parent conferences, intervention strategies and results, and administrative actions. These records will be open to parents for review, and parents may insert materials into them.

Middle School Handbook

Grades 6, 7 and 8

CONTENTS

Attendance Policies.....	115
• School Hours.....	115
• Attendance and Tardiness.....	115
• Prospective Students.....	116
Academic Policies and Expectations.....	116
• Expectations and Probation.....	116
• Grades.....	116
• Homework.....	116
• Reports, Conferences and Alerts.....	117
• Scheduling.....	118
• Standardized Testing.....	118
Student Life.....	118
• Advisory Program.....	118
• Announcements.....	118
• Athletics.....	118
• Behavioral Expectations.....	118
• Dress Code.....	119
• Lockers.....	120
• Lunch.....	120
• Drama Production.....	121
• Assembly.....	121
• School Supplies and Textbooks.....	121
• Student Government Association.....	121
Special Programs.....	121
• Cardboard Boat Races.....	121
• Community Service Program.....	121
• Extended Study Week.....	122
• Extension Day Program.....	122
• Fall Retreat.....	122
• Social Events.....	122
• Closing Events.....	123
• Student Hosts.....	123
• Support Services.....	123

ATTENDANCE POLICIES

SCHOOL HOURS

The Middle School buildings open at 7:50 A.M. Any Middle School student who is not enrolled in the Extended Day Program and is present on campus prior to 7:50 A.M. must report to the Extended Day Program for that period and the parents will be billed at the drop-in rate. Students should be dropped off and picked up in the first lot to the right of the main driveway upon entering campus. **Due to the danger caused by traffic congestion, cars dropping off or picking up students may not enter the parking lot between the pool and the Barrie Center.** All students are expected to be **on campus no later than 8:00 A.M.**, and **classes begin at 8:10 A.M.** Students who arrive late to school must sign in with the Middle School administrative assistant and obtain an admit slip before going to class. Students who demonstrate habitual unexcused tardiness are subject to disciplinary action. **The school day ends at 3:20 P.M. and students must be picked up by 3:40 P.M.** Students may remain after 3:40 P.M. if they are enrolled in the Extended Day Program, are participating in an authorized activity, or need additional meetings with faculty. Those unauthorized to remain on campus after 3:40 P.M. must report to the Extended Day Program, and the parents will be billed at the drop-in rate.

ATTENDANCE AND TARDINESS

When a student is absent, a parent must call the administrative assistant at 301.576.2878 between 7:30 A.M. and 8:30 A.M. to report the absence. If a telephone call is not received by 8:30 A.M., the administrative assistant will call the student's parents or guardians to confirm the absence.

Students who need to leave school during the day must be signed out by a parent or guardian with the administrative assistant. If a student is to leave campus with an adult other than a parent or guardian, the parent or guardian must provide the name of the designated adult, in writing, to the administrative assistant. It is the responsibility of the student to get make-up work from the teacher for any class or activity that is missed. Cutting a class or other similar activity is a serious violation of school policy.

In general, we advise strongly against absences for family travel. When students miss school due to travel, they are required to do all schoolwork. Any request for an extended absence should be addressed to the Head of Middle School, who will ask the student to contact his or her teachers to obtain assignments. Such requests must be made at least one week in advance.

PROSPECTIVE STUDENTS

Students are welcome to invite a prospective student to school. Visits must be coordinated through the Admission Office.

ACADEMIC POLICIES AND EXPECTATIONS

EXPECTATIONS AND PROBATION

The minimum standard for acceptable work is a 70 (C-) average. If a student is in danger of falling below this average, the school will work with the student and his or her family to develop strategies to ensure success. When a student's performance remains below the minimum standard and school support and other intervention fail to effect a change in performance, the school will reevaluate the likelihood of a student's success in Barrie's program and may not permit the student to return to Barrie following completion of the current semester or year.

GRADES

Middle School students are evaluated using the following numerical grading system:

Numerical Average	Letter Grade
97+	A+
93-96	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
67-69	D+
63-66	D
60-62	D-
Below 60	F

Under certain circumstances, such as absence due to illness or injury, a student may request additional time to complete the requirements for a given course. In such an event, the faculty member will have the option, with the Head of the Middle School's approval, of giving the student a grade of "I" (Incomplete) to allow for a grace period to complete and submit all missing assignments.

HOMEWORK

Homework is an integral part of course work and an extension of classroom studies. The amount of homework will vary from course to course and from grade

to grade, but generally students in the sixth grade can expect from one to one and a half-hours' work per night. Seventh and eighth graders can expect from one and a half to two hours of homework per night. While parents are encouraged to monitor their child's homework, they need to be mindful that faculty are interested in evaluating the genuine effort and accomplishment of each student. Teachers need to know which topics are confusing to students so that they can spend additional time on those topics, either in class or with individual students. Parents are encouraged to help with homework in the following ways: to respond to students' questions about homework with other questions rather than with answers; to suggest resources for students so that they may find answers for themselves; to point out places in a paper where there may be an error rather than correcting the error; and to be interested in what students are learning but to let students do the thinking. Parents of the younger Middle School students may occasionally help with the typing of longer assignments, but they should not make any corrections as they type. If parents observe that students are having difficulty with assignments, they should contact the teacher or the learning specialist for assistance.

Students are expected to turn in their homework on time. Work turned in late will be penalized. At the faculty's discretion, the student may be asked to complete the assignment to pass the course.

Students are responsible for obtaining missed assignments from homework partners, study guides, or the website. Students will have the same number of days to make up work as days absent from school.

REPORTS, CONFERENCES AND ACADEMIC NOTIFICATIONS

Evaluative reports are sent home four times a year. Supportive data accompanies each report, with comments on individual strengths, weaknesses, attitude and performance, and recommendations for improvement. Parent conferences are held with advisors and teachers after the first grading period and in March.

Academic Notifications are brief electronic reports that enhance communication between home and school. Notifications may inform about any of a variety of circumstances, e.g: to indicate that a student has performed excellently or has shown improvement; to indicate that a student has poor attendance, failed to hand in required work, is behaving inappropriately in class; or to report that a student is repeatedly arriving late to class or is putting insufficient effort into his/her work. Notifications are routinely cc'd to the student's advisor, Dean of Middle School students and Head of Middle School.

Parents are requested to contact the teacher or the advisor for appropriate follow-up upon receipt of an academic notification.

SCHEDULING

All schedule changes require signed approval of the appropriate faculty and the Head of Middle School.

STANDARDIZED TESTING

Each spring, students take ERB (Educational Records Bureau) standardized achievement tests in the sixth through the eighth grades. Parents or guardians are notified in advance of the test date and will receive their child's scores as soon as the school receives the information.

STUDENT LIFE

ADVISORY PROGRAM

The advisory program supports students and helps them to achieve balance in their academic, social and extracurricular activities. Each advisor works closely with a small group of students, meeting with them briefly each day and for a longer period once a week. The advisor serves as the mentor and advocate for the student and is the primary contact between the school and home. Parents are encouraged to contact their child's advisor for help with any school issue.

ANNOUNCEMENTS

The Middle School newsletter will be published in the *Nautilus News*, Barrie's Community e-newsletter, a bi-weekly online publication accessible on the Barrie School website.

ATHLETICS

The Barrie School believes that a proper balance between mental and physical exercise enhances student performance and confidence. The school offers a variety of interscholastic sports for both male and female students. The Barrie School has a certified athletic trainer to work with all student athletes and who is available to oversee practices and all home games.

BEHAVIORAL EXPECTATIONS

All students are expected to adhere to and respect these ideals: "Respect for Self, Respect for Others and Respect for the Environment." The following infractions will result in disciplinary action and may lead to suspension or expulsion:

- Personal or academic dishonesty, including cheating, lying, or plagiarism;
- Malicious or aggressive behavior, either physical, verbal, or written in any mode, towards others concerning race, color, sex, creed, national, or ethnic origin, physical disability, or sexual identity. This includes epithets,

- derogatory jokes and comments;
- Use of profanity;
- Stealing;
- Violating personal privacy or possessions including: mailboxes, lockers, book bags, computer files, or other personal effects;
- Smoking on the Barrie campus, on streets or sidewalks adjacent to the school, on the Wat Thai property, or at any school-sponsored activity;
- Vandalism (damaging school or personal property, including computer files);
- Behavior, either at school or away from school, which damages the reputation and well-being of The Barrie School;
- Sexual harassment.

The Barrie School has a “Zero Tolerance Policy” for the following offenses, which correlates with expulsion:

- Possession of firearms or other weapons (as defined by the Head of School);
- Purchasing, possessing, using, distributing, or being knowingly in the presence of any drug or alcohol activity on campus, on the Wat Thai property, or at any school-sponsored activity;
- Purchasing, possessing, using, distributing, or being knowingly in the presence of any drugs, whether prescription or non-prescription, which are not registered with health services.

Other regulations: Personal stereo equipment and electronic games may only be used before 8:00 A.M. and after 3:20 P.M. unless they are being used for approved educational purposes. When played on campus before 8:00 A.M. and after 3:20 P.M., they must be used with headphones. Cell phones must be turned off and put away between 8 A.M. and 3:20 P.M. If any of these items are used during the school day, they will be confiscated. The school will not assume responsibility for loss or damage to student belongings. Students should not bring expensive equipment or large sums of money to school. Students should not leave musical instruments, equipment, or clothing in the Middle School Commons area. If it is necessary to bring equipment to school for a project or money for a school-sponsored trip, students should place those items in their assigned lockers or in a Middle School office.

Because of the potential for accident or injury, students may not throw snowballs or use skateboards, scooters, roller blades, water guns, or paintball guns at school. Bicycles may be ridden to and from school but not during school hours.

DRESS CODE

The school dress code is established to provide a community standard. Accordingly, students are expected to use good judgment and to dress in clothing that is neat, clean and in good repair at all school events. It is important for all students to remember that school is their place of work. Clothing should therefore enhance,

not impede or distract from, any student's ability to fully engage in the learning process. The following are examples of inappropriate student dress:

- Attire with violent, vulgar, drug, or alcohol-related themes;
- Attire with symbols of racial, ethnic, religious, or any other type of slander;
- Attire that does not allow students to move freely without unduly exposing their bodies or their underwear.

At events where swimming will take place, racing Speedos (for boys), string bikinis and French cut suits (for girls) are not acceptable. When activities call for more or less casual attire, the adult in charge will announce modifications to the code in advance of the activity.

LOCKERS

Each student will be assigned a locker for books, clothing, and other personal items and a gym locker. **Students will be required to provide their own locks and provide the combination to the school.** Students are responsible for maintaining their lockers and are not permitted to leave food or other perishables in their lockers overnight.

Students must keep their lockers locked at all times. Equipment or money needed for a project or school sponsored activity must be locked in assigned lockers.

Lockers and locker combinations are the property of The Barrie School. To further our philosophy of providing a safe and nurturing environment for our students, we reserve the right, at our discretion and without notice, to open any locker at any time, inspect the contents inside, and remove any unauthorized item found in the locker. The school is not responsible for any damage to a student-provided combination lock if a student fails to provide the correct combination and we open the locker by force. The school is also not responsible for damage occurring to unauthorized personal items during any inspection and will advise the student where any removed article is located. To promote the safety of all students, the school may conduct periodic inspection of lockers.

Backpacks must be unpacked and stored in the locker during the day. Athletic bags and rolling backpacks may be stored in an area designated by the Head of Middle School.

LUNCH

Since students bring their lunches from home, microwaves are provided for warming lunch items. Students eat lunch in the Commons or in designated areas outdoors and are responsible for maintaining the cleanliness of all areas.

Students who follow special diets or have dietary restrictions should remind the

faculty before special events where food is served so that appropriate arrangements may be made.

DRAMA PRODUCTION

All middle school students may audition for the winter play and the spring musical. Opportunities to participate in the technical aspects of productions will also be available to middle school students. Drama students must be present at school on the day of the performance to be eligible to participate in the performance that evening.

ASSEMBLY

The Middle School community meets regularly with the Upper School community in assemblies to share presentations and discuss issues of common interest or concern.

SCHOOL SUPPLIES AND TEXTBOOKS

All books can be ordered on-line through MBS Direct at direct.mbsbooks.com/barrie.htm prior to the start of the school year. Replacement books may also be obtained from this site during the school year. Faculty will provide a list of additional school supplies at the beginning of the school year.

STUDENT GOVERNMENT ASSOCIATION

Students elect officers and representatives to serve as their Student Government Association (SGA). The SGA meets weekly with a faculty advisor to discuss student views and concerns and seeks mutually acceptable ways to address them. The SGA also leads assemblies for the Middle School and sponsors social events.

SPECIAL PROGRAMS

CARDBOARD BOAT RACES

In the late spring, seventh and eighth grade science students engineer, construct, and decorate cardboard boats as part of the study of buoyancy and flotation. Judges assess the boats and designers on their degree of design innovation and team spirit. The final test is a race in which all team members must cross two lengths of the Barrie pool in their boat.

COMMUNITY SERVICE PROGRAM

The Barrie School is deeply committed to community service. All students participate in a community service activity approximately once a month throughout the school year.

EXTENDED STUDY WEEK

Each year, students pursue areas of study outside the classroom. Faculty members design and run a variety of programs that provide students with learning experiences unavailable through the regular school curriculum. Some programs take students to other countries or regions of the United States while others keep them in the Washington, D.C. area. Options for extended study are sent home during the winter. There are times when programs are oversubscribed and students must participate in a second or third choice. All students are expected to participate in a faculty-sponsored activity during Extended Study Week. Exceptions to this must be approved by the Head of Middle School.

EXTENSION DAY PROGRAM

Extension Days offer unique experiences outside the limits of a traditional class period. Scheduled approximately one Wednesday each month, these mandatory days are integral parts of the academic program and are connected directly to the curriculum of a class. Supervising teachers will notify students about lunch arrangements before each event.

FALL RETREAT

Each fall, faculty and students participate in an overnight off-campus retreat. The retreat offers everyone the opportunity to renew old friendships and welcome new members into the Middle School community, as well as to enjoy a variety of activities.

SOCIAL EVENTS

Dances and other social events are scheduled throughout the school year and are organized by the Student Government Association (SGA). A committee of parents also helps with planning for these events. Each Middle School parent is asked to volunteer to help at one of the social events over the course of the year.

Expectations for dress and for behavior are the same as during the school day. (Eighth grade parents will be informed about dress guidelines for the Eighth Grade Formal in May.) Students should be picked up promptly by their parents at the end of the event.

Barrie students are permitted to invite one guest to most events. For each guest who attends, an information sheet that gives emergency contact information must be filled out and returned to the Middle School office by noon on the day of the event. The SGA, in consultation with the Dean of Students, will decide about invitations to other schools.

CLOSING EVENTS

Eighth graders are honored at a Closing Ceremony one evening during the last week of school. This is followed by a brief reception traditionally hosted by the parents of the seventh graders. Eighth graders dress nicely for this occasion: girls wear simple dresses or dress slacks, and boys wear button-down shirts, ties, slacks (no jeans) and dress shoes (no sneakers.) Jackets are optional.

Outstanding students are recognized at a joint Middle School/Upper School Awards Ceremony at the end of the school year. All Middle School students dress nicely for the Awards Ceremony. Parents of students who are being honored will be contacted in advance so that they may attend the ceremony. All Middle School parents are welcome to attend.

STUDENT HOSTS

Students are nominated by faculty to serve as hosts for prospective students who visit Barrie as part of the admission process. Student hosts are ambassadors of Barrie and provide an important resource for prospective students. The half-day visit includes the prospective student accompanying the host to his or her classes. All visits are coordinated in advance with the Admission Office.

SUPPORT SERVICES

The Student Resource Team offers special guidance and support to students who need additional help and attention, both academic and personal. The Middle School Student Resource Team consists of the learning specialist, counselor, Dean, and Division Head. The team monitors the progress of students with special needs and coordinates communication among parents, teachers, and professionals working with students. When appropriate, members of the team may refer families to outside professional resources.

Upper School Handbook

Grades 9 - 12

CONTENTS

Attendance Policies.....	125
• School Hours.....	125
• Arrival and Departure.....	125
• Attendance and Tardiness.....	125
• Absences.....	126
• Student Visitors.....	127
Academic Policies and Expectations.....	127
• Honor Code.....	127
• Expectations and Probation.....	128
• Grades.....	129
• Graduation Requirements.....	129
• Work Ethic.....	130
• Long-Range Assignments or Tests.....	130
• Make-up of Tests, Written Assignments, or Projects after an Excused Absence.....	130
• Parent-Teacher Conference.....	130
• Report Cards and Upper School Student Update Forms	131
• Scheduling.....	131
• Summer School.....	131
• Transcripts.....	132
• Transcript Request.....	132
Collegiate Development.....	132
• Advanced Placement Examination Policy.....	132
• Testing and Evaluation.....	133
• College Disclosure Policy.....	133
• College Visits.....	134
Student Life.....	134
• Behavioral Expectations.....	134
• Advisory Program.....	136
• Assembly.....	136
• Athletics.....	136
• Co-curricular Activities.....	136
• Dress Code.....	136
• Lockers.....	137
• Lunch.....	137
• Lunch Privilege.....	137
• Student Drivers.....	138

- Student Government Association.....139
- Special Programs.....139
 - Community Service (9-10).....139
 - Internship Program (11-12).....139
 - Extended Study Week.....139
 - Extension Day Program.....140
 - Fall Retreat.....140
 - Student Ambassadors.....140
- Services and Resources.....140
 - Support Services.....140
 - Work Permit.....141

ATTENDANCE POLICIES

SCHOOL HOURS

Students are expected to be on campus no later than 8:00 A.M. Upper School buildings open at 7:30 A.M. Students should not arrive before 7:30 A.M., since there is no supervision before buildings open. **Classes begin promptly at 8:10 A.M.** and end at 3:20 P.M. The school day runs from 7:30 A.M. – 4:00 P.M. for students who need additional time with a teacher or are enrolled in student activities or enrichment programs. Students may be authorized to remain after 4:00 P.M. for supervised after school activities only. All students are expected to be on campus for the complete school day.

ARRIVAL AND DEPARTURE

Students are dropped off and picked up in the first lot to the right of the main driveway of The Barrie School upon entering the Barrie campus. Because of safety concerns and traffic congestion, cars dropping off or picking up students may not enter the parking lot between the pool and The Barrie Center (SEE CAMPUS MAP).

ATTENDANCE AND TARDINESS

All students are tracked throughout the day for absences, tardiness, early dismissals, and late arrivals. Students are required to arrive on time and to attend all class sessions. Students who arrive late to school (after 8:10 A.M.) or arrive late to class during the day must obtain an admit slip from the administrative assistant or relevant faculty member for admission to class. Students who arrive late to class without a proper written or emailed excuse by their parent or guardian must make up missed work and are subject to academic and behavioral penalties. The following details tardiness protocols and consequences:

- During each quarter of the school year, the third unexcused late arrival to school (school day tardy) will warrant behavioral probation. (The first school day tardy recorded during a quarter warrants a verbal warning to the student and the second warrants contact with his or her family.)
- During each quarter of the school year, the seventh overall unexcused tardy (school day, individual class, or event tardy) will warrant punitive consequences and parental contact.
 - Four additional tardies beyond the initial seven will warrant restitutional service to the school and parental contact.
 - Additional four tardies beyond the aforementioned eleven will warrant another restitutional service assignment and parental contact.
 - Additional four tardies beyond the aforementioned fifteen will warrant a conference between administrators and parents to discuss consequences that may include, but not be limited to, behavioral probation or suspension.

** If a student has been asked by a faculty member or Barrie community member to participate in a unique opportunity or to assist with a task, such as interviewing prospective Barrie faculty or assisting the middle school with a performance, students are required to receive permission from the Upper School teacher(s) affected who would be recording those US students involved as absent. Teachers reserve the right to decline a student's request for participation in alternative activities during class time. If teachers are not notified, the absence or tardy is considered either an unexcused absence or an unexcused tardy. (Please reference the preceding paragraphs for the incurred consequences for both unexcused absences and unexcused tardies.)

Students are expected to complete a full school year and attendance history is included as part of the college transcript. Students are not permitted to leave during the school day without the proper approval. (For details concerning the off-campus lunch privilege exception, see lunch privilege on pg. 59H) When possible, personal appointments should be made outside of school hours.

ABSENCES

A parent or guardian must notify the Barrie School of a student absence. Notification should be left as a voicemail or e-mail message the preceding evening or, at the latest, a phone call notification between 7:30 A.M. and 8:30 A.M. the day of an absence. If a call is not received by 8:30 A.M. from a parent or guardian the day of a student absence, the school will initiate contact with the parent or guardian by phone. When the student returns to school, a parent or guardian needs to send confirmation of the absence. Confirmation may come in the form of a voicemail or conversation with administrative staff the previous day, or an email or written note. Parents/guardians are also required to call in for students who will arrive late or will be dismissed early.

Unexcused absences will be dealt with in the following manner: first offense results in a verbal warning, the second results in parental contact, and the third results in behavioral probation. (Please reference the student life portion of the Upper School Handbook for details regarding behavioral probation.)

Ten excused absences during a quarter / marking period will result in a conference between administrators and parents to rectify the chronic absence situation.

The Barrie School advises against absences for family travel. If it is necessary to travel, a request for an extended absence should be addressed to the Head of Upper School. Requests should be made at least one week in advance of travel. Once an extended absence application has been approved, students must complete an Extended Absence Assignment form. The student is responsible for obtaining and completing all outstanding assignments. If this procedure is not followed, the student loses all academic credit for the days of his/her absence.

STUDENT VISITORS

Students are welcome to bring student visitors to school as long as written permission is granted in advance by the Head of Upper School. A student who would like to bring a student visitor to school must bring signed, written permission from his/her parent or guardian, the visitor's parent and approval of the student's teachers to the Head of Upper School. Written permission must be obtained one week prior to the planned visit. The note must include a telephone number where the prospective student's parents can be reached during the day. Each Barrie student may have at most three student visitors during the school year. Due to potential community disruption by ubiquitous visitors, the Upper School Administration will permit no more than four student visitors a day.

ACADEMIC POLICIES AND EXPECTATIONS

HONOR CODE

The Barrie Upper School prides itself on the integrity of the individuals who comprise our community. The Barrie Upper School Honor Code is not the introduction of a new mandate for students, but rather a celebration of the character that we collectively possess. The honor code that appears in each classroom serves as a reminder of who we are and what we seek to demonstrate to the world around us. The plaques in the room, combined with the signing of the Honor Pledge on teacher-determined assignments, will serve as statements of the pride that we revel in daily.

The Barrie Honor Code Pledge:

As an honorable Barrie community member, I pledge that I have not given or received assistance on this assignment.

EXPECTATIONS AND ACADEMIC PROBATION

The minimum standard for acceptable work is a 70 (C-) average in each Barrie class taken during a marking period. The school will work with the student and his or her family to develop strategies for success if a student's performance drops below the minimum standard. If a student receives quarterly marks below a 70 (C-) in two or more classes, the student will be placed on academic probation. If student effort, in combination with school support and other interventions, fails to effect a change in performance, the school will reevaluate the likelihood of a student's success in Barrie's program. In some cases, the student may not return to Barrie following completion of the current semester or year. The re-enrollment contract for a student who is struggling academically may be held only by the Head of Upper School with the approval of the Head of School. The Head of Upper School may seek the counsel of the Dean of Upper School or others as appropriate. To remain or to return to school, a student placed on academic probation must meet the minimum performance requirements. Additional requirements may include, but are not limited to, regular meetings with the school counselor or student's advisor, tutoring, or testing for learning issues and scheduled professional therapy.

A student will also be placed on academic probation for deliberate and malicious acts of cheating and plagiarism. These acts include, but are not limited to, the use of notes during an assessment when not appropriate, peer discussion of answers during graded assignments, soliciting answers to make-up tests and quizzes, plagiarism, and the copying of graded peer work.

GRADES

Upper School students are evaluated using the following grading scale:

Numerical Average	Letter Grade	G.P.A.
97+	A+	4.33
93-96	A	4.00
90-92	A-	3.67
87-89	B+	3.33
83-86	B	3.00
80-82	B-	2.67
77-79	C+	2.33
73-76	C	2.00
70-72	C-	1.67
67-69	D+	1.33
63-66	D	1.00
60-62	D-	0.67
Below 60	F	0.00

(An additional weight of 0.5 is added to Advanced Placement courses and an additional weight of 0.2 is added to Honors level classes)

Grades of W/P (withdraw/pass), W/F (withdraw/fail), or “P” (incomplete) are given at the discretion of the Head of Upper School and Dean of Upper School in conjunction with a faculty member. The grade of “P” is used to allow for a grace period to complete and submit missing assignments.

GRADUATION REQUIREMENTS

Humanities	8.0 credits	
Mathematics	3.0 credits	
Science	3.0 credits	
Foreign Language	3.0 credits	(Same Language)
Arts	2.5 credits	
Physical Education	1.0 credits	
Health	0.5 credits	
Electives	3.0 credits	
Total	24 credits	

A full course load includes a two-credit course in Humanities, one credit each in Mathematics, Science and Foreign Language, and .5 credit per semester for electives. Except by permission of the Head of Upper School, schedules may not contain more than one study period per day. Seniors are required to maintain a full load.

WORK ETHIC

Homework is an integral part of a rigorous academic program. The amount of homework will vary from course to course and from grade to grade, but students can expect two to four hours most nights in ninth through twelfth grade. Students in Advanced Placement courses should expect a substantial increase in homework. All students are required to turn work in on time. Faculty members will make accommodation upon the recommendation of the learning specialist or Head of Upper School for students with documented learning differences. Students who miss school due to short-term illness will have the same number of days to make up work as days absent from school.

While parents are encouraged to monitor their children's homework, faculty members are interested in evaluating and rewarding genuine efforts and accomplishments of the student.

LONG-RANGE ASSIGNMENTS OR TESTS

A test calendar is established by the faculty to ensure that students have sufficient time to prepare and to make sure that no more than two long-range assignments or tests are due on the same day. The faculty has the responsibility of keeping the tests and long-range assignments current on the posted assignment calendar.

MAKE-UP OF TESTS, WRITTEN ASSIGNMENTS, OR PROJECTS AFTER AN EXCUSED ABSENCE

If an absence occurs on the day of a scheduled test, the student is required to take the scheduled test upon return to school. If the absence occurs during the last class before a test is taken or a written assignment or project is due, the student has one day to make up the test and/or submit the written assignment or project after the return to school. If an absence occurs on the due date of a written assignment or project, the student will be prepared on the day of return. If a student is absent for many consecutive days, the faculty and the Dean of Upper School will determine a reasonable amount of time to make up for the test, written assignment, or project.

PARENT-TEACHER CONFERENCES

Parent-teacher conferences provide an opportunity to meet individually with advisors or faculty members to discuss student progress. Faculty members discuss with parents or guardians each student's individual needs. At Barrie, this dialogue is critical to the adjustment and academic success of each student. In the fall, parents/guardians meet for 10 minutes with each teacher. In the spring, parents/guardians meet for 30 minutes with the advisor and the student.

During the school year, faculty members can be reached by e-mail at their Barrie.org accounts or by calling the school at 301.576.2800 and leaving a message on their

voice-mail extensions (emailed is preferred). Faculty members will either email or return calls within 24 hours (excluding weekends and holidays) to discuss concerns.

REPORTS CARDS AND UPPER SCHOOL STUDENT UPDATE FORMS

Report cards are issued four times in an academic year. Narrative comments accompany each report and review individual strengths, weaknesses, attitude, and performance. Reports also include recommendations for performance improvement.

Student Update Forms, which are brief reports that enhance communication between home and school, are emailed to family and/or guardian contacts within 48 hours of when a teacher notes a behavior or outcome, whether it be positive or negative, that should be conveyed for the purpose of either notification or action. Student Updates indicate when a student demonstrates outstanding performance, shows improvement, has poor attendance, fails to hand in required work, behaves inappropriately in class, arrives late to class, or does not put sufficient effort into school work.

Parents are strongly encouraged to contact advisors if necessary for appropriate follow-up upon receipt of a Student Update Form.

SCHEDULING

Students must complete an Add/Drop Form to make schedule changes during the Add/Drop Period at the start of each semester. These forms are available from the Dean of Upper School. All schedule changes require signed approval by the appropriate faculty member, Dean of Upper School, and parent(s) or guardian(s). (Year-long courses may only be altered during the first add/drop period in September. The second add/drop period in January is intended exclusively for second semester elective changes.) Students are strongly encouraged to alter schedules as soon as they feel possible in order to minimize missed material and class disruption.

A student may drop a course or add a course before the end of the second calendar week of school for year-long academic courses and before one full week of classes in the semester for semester-long courses. Courses dropped within the allotted time frame will not appear on a student's transcript. After the indicated time period, dropped courses will appear as a withdrawal, pass, or fail on a student's transcript.

SUMMER SCHOOL

In unusual circumstances (such as a grade below standard), a student will be required to repeat a course during summer school in a program that is approved by the Head of School. Since Humanities is a double credit course, a student who fails a Humanities course at Barrie is unlikely to be invited to return.

TRANSCRIPTS

The transcript includes final grades for each year-long and semester course. Final grades are used to calculate grade point averages.

TRANSCRIPT REQUESTS

A parent or alum may request a copy of the student's transcript from the Registrar. Each copy of the transcript will be stamped "Unofficial." The Registrar will mail official embossed copies of transcripts directly to a college or scholarship organization.

COLLEGIATE DEVELOPMENT

Collegiate Development provides Barrie students with early exposure to the idea of college and assists them through the college application and selection process. The process of applying to college is the first of many steps toward making essential life decisions. Along with early access, collegiate development incorporates innovative programming and curricula that elaborate on the college experience.

Programs for students are held on a variety of topics related to the journey toward college. Formal individual meetings with students and their parents begin in the spring of the junior year and continue throughout the senior year. While priority is given to junior and senior students and parents, meetings with younger students and their parents are available as needed.

The Dean of Collegiate Development establishes and maintains relationships with colleges and college admission officers through college tours, conferences, and hosting visitors to The Barrie School. The Dean of Collegiate Development writes the official letter of reference for all seniors and uses a portfolio delivery process for all other secondary school documents that accompany the college application. Given the possibility of submitting student applications electronically and the non-uniformity of application requirements and supplemental parts, it is impractical, if not impossible, to attempt to package the full application together and send it to colleges from the Collegiate Development Office. Students may request an application review by the Dean, if materials are submitted in advance. There are a handful of colleges that request that all materials be sent together. These requests will be honored.

ADVANCED PLACEMENT EXAMINATION POLICY

The Advanced Placement Program gives students an opportunity to take college-level courses and exams while they are still in high school. Through this, they may earn credit, advanced placement, or both for college. All students enrolled in Advanced Placement (AP) courses are strongly encouraged to take the AP exam(s). By early March, a student will indicate a decision on an AP examination contract/order

form. Examinations will be ordered by late March. The contract can be nullified only by the Head of Upper School based upon a request of an AP faculty member. Any student breaking the contract will incur the appropriate fees as designated in accordance with College Board AP examination policy.

TESTING AND EVALUATION

The Preliminary SAT (PSAT) is given each year in October at Barrie on a date designated by the College Board. The PSAT offers preparation for the SAT Reasoning (SAT) test, which is required for admission to most colleges. All tenth and eleventh graders are expected to take the PSAT and are automatically registered for the test by the Dean of Collegiate Development.

The SAT, SAT Subject Tests, and ACT are offered at numerous testing centers in the area. Registration information is available in the office of Collegiate Development. Official score reports must be requested from individual reporting agencies.

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

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

COLLEGE DISCLOSURE POLICY

Colleges and universities have become increasingly concerned about student behavior on their campuses and, with growing frequency, are posing questions about disciplinary infractions on their admission applications. When asked, student applicants and the Dean are expected to answer those questions regarding disciplinary infractions truthfully. Students, when reporting these matters, are encouraged to use past mistakes to their advantage by demonstrating thoughtful reflection and growth. Such reporting occurs at the time a college application is submitted, while the application is being reviewed, or after the decision has been made. The Barrie School college disclosure policy is governed in accordance with the National Association for College Admission Counseling's Statement of Principles of Good Practice:

Secondary school members agree that they should report any significant change in candidates' academic status or qualifications, including personal conduct record, between the time of recommendation and graduation, where permitted by applicable laws and regulations and if requested by an institution's application. II.B.10

COLLEGE VISITS

Only seniors are allowed to miss classes for college visits. Seniors must submit a College Visit Request Form for faculty approval at least three days prior to a college visit. Completed forms must be signed by Upper School administrators and returned to the administrative staff. Students are urged to make their college visits during vacations and the regularly scheduled Barrie visit days; however, should this timing not be feasible, other dates may be cleared. Faculty may deny permission if a student's work is not up to date or satisfactory. Students must check with all their teachers on assignments, including co-curricular activities. Upon return from a college visit, assignments should be up to date and tests prepared for and immediately taken. Students are generally encouraged to conduct visits but are urged to do so during vacations, holidays, and other times when school is not in session.

STUDENT LIFE

BEHAVIORAL EXPECTATIONS

All students are expected to adhere to and respect these ideals: "Respect for Self, Respect for Others and Respect for the Environment."

The following are prohibited:

- Dishonesty, which includes lying, cheating, stealing, or plagiarism (although listed and considered inappropriate Barrie School behavior, deliberate and malicious acts of cheating and plagiarism will lead to academic probation, rather than behavioral probation);
- Malicious or aggressive behavior towards others: physical, verbal, or written in any mode. This includes offensive comments / actions concerning other people's race, color, sex, creed, national or ethnic origin, physical disability, sexual identity, etc., as well as humiliating epithets, derogatory jokes, etc.;
- Use of profanity;
- Violating personal privacy or possessions, including mailboxes, lockers, book bags, computer files, or other personal effects;
- Smoking on the Barrie campus, on streets or sidewalks adjacent to the school, on the Wat Thai property, or at any school-sponsored event;
- Vandalism (damaging school or personal property, including computer files);
- Reckless driving on campus or on the Wat Thai property;
- Behavior, either at school or away from school, that damages the reputation and well-being of The Barrie School;
- Excessive class tardies;
- Excessive school day tardies;

- Skipping class(es) or full days;
- Sexual harassment.

Breach of the above expectations may lead to behavioral probation, suspension, and/or expulsion. Once a student is placed on behavioral probation, the student will remain on probationary status for the duration of three concurrent marking periods (quarters). If a student is found participating further in prohibited behaviors while on probation, then a meeting between parents and administrators will be called to discuss the student's status as a Barrie community member.

Consequences for any severe, deliberate, and malicious infraction may include immediate suspension or expulsion.

Consequences for behavioral infractions are determined by the Dean of Upper School, appealed to the Head of Upper School, and subsequently to the Head of School, whose decision is final.

The Barrie School has a **Zero Tolerance Policy** for the following offenses, which correlate with expulsion: *

- Possession of firearms or other weapons as determined by the Head of School;
- Purchasing, possessing, using, distributing, or being knowingly in the presence of any drug or alcohol activity on campus, on the Wat Thai property, or at any school sponsored event;
- Purchasing, possessing, using, distributing, or being knowingly in the presence of any drugs, whether prescription or non-prescription, that are not registered with health services.

Other regulations: Radios, tape players, personal CD players or music devices, stereo systems, and electronic games may be used with headphones before and after school. Cell phones must have ringers turned off or placed on “vibrate” during the school day. Students should not plan to receive calls during the academic day and students should not check for either voice or text messages during classes. Violation of this policy could result in the cell phone being confiscated and/or loss of phone privileges. Students should not leave musical instruments, equipment, or clothing in the Upper School Commons area. The school will not assume responsibility for loss or damage to student belongings.

All postings (including those for the Student Bulletin Boards and Commons wall space) must be approved by the Dean of Upper School.

Because of the potential for accident or injury, students may not throw snowballs or use skateboards, scooters, roller blades, water guns, or paintball guns at school. Bicycles may be ridden to and from school but not during school hours.

ADVISORY PROGRAM

The Dean of Upper School oversees the Advisory program, which helps students achieve balance in their academic, social, and extracurricular activities. The Dean of Upper School functions as a liaison between faculty, advisor, and student. Each advisor works closely with his or her advisee during the course of the year through regularly scheduled meetings. Advisory time is set aside to review grades and to discuss recommendations by drawing upon the context of the goals and expectations that the student has developed. In addition, the advisor acts as liaison between student and parents and other faculty/administration to inform them whenever academic, social, or behavioral problems are of sufficient concern to warrant a call home or a Student Update Form. Parents are encouraged to communicate with advisors throughout the year.

ASSEMBLY

Assemblies are important elements of student life at Barrie, providing an opportunity to engage members of the school in respectful dialogue. Attendance is required. The community meets each month in administratively directed assemblies.

ATHLETICS

The Barrie School believes that the proper balance between mental and physical exercise enhances student performance and confidence. The school offers a variety of interscholastic sports for both male and female students. Please refer to The Barrie School Athletic Handbook for additional information.

CO-CURRICULAR ACTIVITIES

Students are encouraged to become involved in school life by participating in activities. A clubs period is a regularly scheduled part of the school day and students are required to participate. Students may form a new club or activity with the sponsorship of a faculty member.

DRESS CODE

The school dress code is established to provide a community standard. Accordingly, students are expected to use good judgment and to dress in clothing that is neat, clean and in good repair at all school events. Shirts must be long enough to be comfortably tucked under the belt or meet the waistband. Shorts, skirts and dresses must reach mid-thigh. Shoes must be worn at all times. The following are inappropriate and not acceptable as part of student dress:

- Attire with violent, vulgar, drug, or alcohol-related themes;
- Attire with symbols of racial, ethnic, religious, or any other type of slander;

- Purposeful display of underwear;
- Exposed backs or midriffs;
- Halter tops, tops with spaghetti straps, tops and dresses with low necklines.

At events where swimming will take place, racing Speedos (for boys), string bikinis, and French cut suits (for girls) are not acceptable. When activities call for more or less casual attire, the adult in charge will announce modifications to the code in advance of activity.

LOCKERS

Each student is assigned a locker and a locker combination for storage of books, clothing, and other personal items for the convenience of the student. Students are responsible for maintaining their lockers all year long and are not permitted to leave food or other perishables in their lockers overnight.

In consideration of the school's philosophy of providing a safe and nurturing environment for students, the school reserves the right, at the school's discretion and without notice, to open any locker at any time to inspect the contents inside and remove any unauthorized item found in the locker. The school is not responsible for damage to unauthorized personal items occurring during any inspection and will advise the student where any removed article is located.

LUNCH

Students may eat in the Commons area or outdoors and may bring their lunches from home or buy snacks or pizza from the student-run school store. Students are responsible for maintaining the cleanliness of the Commons area. All students must be on time to classes after lunch with all necessary books and materials.

Students who follow special diets or have dietary restrictions should remind the faculty before special events where food is served so that appropriate arrangements may be made.

LUNCH PRIVILEGE

Seniors have the privilege of off-campus lunch. In order to be eligible, seniors must turn in a signed *Off Campus Lunch Permission Form* and be in excellent academic and disciplinary standing. Seniors are expected to exercise good judgment and be mindful of school obligations when utilizing this privilege. Seniors may not take any **other students** (**other students** are defined as seniors who have not completed the *Off Campus Lunch Permission Form*, freshmen, sophomores, and juniors) off campus under any circumstances. Violations of this off-campus lunch privilege will mean forfeiture. Off-campus lunch will not occur when school obligations (e.g. class meetings or college meetings) are scheduled. Seniors who leave

under these special privileges must sign out with the administrative assistant before departing and sign back in immediately upon return. Ninth, tenth, and eleventh graders are not permitted to leave campus during the school day except with their parents or for a school-sponsored event.**

**Juniors may earn the privilege to leave campus for lunch after Spring Break if a student's junior year Grade Point Average (GPA) is a 3.67 or higher.

STUDENT DRIVERS

Students who drive cars or other vehicles to school must register them with the administrative staff. The *Car Registration Form* must be filled out completely and signed by the parent or guardian and student driver to indicate acceptance of the written guidelines. Proper insurance information must be presented that reflects the student's presence on the parent's insurance policy with appropriate coverage. Parents must give their student permission to have passengers (seniors) in the car with them during this off campus lunch period. If changes occur during the year, such as the purchase of a new car or a change in insurance company, it is the responsibility of the parent/guardian to submit the new information to the administrative staff. Except for permitted use of the car as provided herein, students shall not use or occupy a car for any reason during the school day.

Students may NOT park in faculty/staff parking spaces. Student vehicles must be parked in the Wat Thai parking lot or other areas as designated by the administration. Students are advised that the Wat Thai parking lot is available to the school through the kindness of the Wat Thai, and permission to park there may be withdrawn at any time. If this occurs, students will NOT be permitted to drive to school. Therefore, students will NOT loiter, litter, swear, play radios loudly, engage in public displays of affection, or participate in any other inappropriate behavior that could threaten the privilege of parking in the Wat Thai. The lot at the Wat Thai will be open daily from 7:00 A.M. to 7:00 P.M. The parking lot will be locked daily from 7:00 P.M. to 7:00 A.M. If vehicles are left in the lot after 7:00 P.M., they may be towed at the owner's expense. Student parking is limited to authorized areas only. Parking on neighborhood streets is prohibited.

Students must obey all safety regulations including the campus speed limit of **ten miles per hour**. Violation of the school's driving or parking regulations, including reports of reckless driving, will result in forfeiture of driving privileges and may lead to suspension and/or expulsion. Because of younger children on campus, students are NOT permitted to drive beyond the Wat Thai between the hours of 7:45 A.M. and 5:00 P.M., unless approved by the Head of Upper School.

Student drivers are **NOT** permitted to leave campus during the school day without a telephone call, written communication, or e-mail by a parent or guardian. If permission is granted, students must sign out on the clipboard in the administrative office. Student drivers may NOT take children off campus under any circum-

stances - including to athletic games and/or practices. (Exception, see paragraph one, line five of Student Drivers section.)

STUDENT GOVERNMENT ASSOCIATION

Students elect officers and class representatives from each class to serve as their Student Government Association (SGA). The SGA meets weekly with the SGA advisor to discuss special projects, as well as student views and concerns, and to seek productive ways to address them. The SGA also sponsors a range of social events with the approval of the Dean of Upper School.

SPECIAL PROGRAMS

COMMUNITY SERVICE (GRADES 9-10)

The Barrie School has a deep commitment to community service. All students volunteer and participate in a variety of settings, from day care centers and homeless shelters to pre-schools and environmental organizations. The Upper School requires freshman and sophomore students to perform 48 hours of community service, 24 hours during the four in-school days provided and 24 hours outside the in-school program. Ninth and tenth graders select their own community service projects, with assistance from their advisors. Community service is scheduled during a week in May. The students are evaluated by the student's advisor and an on-site supervisor.

INTERNSHIP PROGRAM (GRADES 11-12)

Barrie's internship program introduces eleventh and twelfth grade students to the professional world, providing an opportunity to explore career possibilities. In addition to the work required by the sponsoring organization and their regular course work, eleventh and twelfth grade students also write a series of essays that help them articulate their experiences. During the month of May, internships consist of a week-long practicum for juniors and a two week practicum for seniors.

EXTENDED STUDY WEEK

Each year, students pursue areas of study outside the classroom. The school prepares a list of program options for extended study that reflects a range of prices. Faculty members design and run the programs that provide students with academic learning experiences to enhance the regular school curriculum. Some programs take students to other countries or different regions in the United States, while other programs focus on the greater Washington, D.C. area.

All students are required to compose an interest-based essay and submit it along with two (2) recommendations from a faculty member. The recommending faculty member cannot run the program to which the student is applying. If a student

is not accepted into his or her “first choice” program, he or she will be placed in an alternative program.

When programs are oversubscribed, students must select an alternative. All students are expected to participate in a faculty-sponsored activity during the Extended Study Week. At the end of the year, students share their academic adventures in a presentation to the larger student community.

EXTENSION DAY PROGRAM

Extension Days offer unique experiences outside the limits of a class period and may take place on or off campus. Generally scheduled on alternate Wednesdays each month in the fall and spring for grades 9-12, these mandatory days are an integral part of the academic program. On-campus programs include extended class periods to facilitate science labs, guest speakers, and other special projects. Off-campus programs use the larger community as an extension of the classroom.

FALL RETREAT

Each fall, Upper School faculty and students participate in a mandatory overnight retreat to renew old friendships and welcome new members to the school.

STUDENT AMBASSADORS

Students are nominated by faculty to serve as ambassadors for prospective students who visit Barrie as part of the admission process. Barrie ambassadors are an important resource for both students and families. A half-day visit to Barrie includes the prospective student accompanying the ambassador to his or her classes. The Office of Admission will coordinate arrangements for prospective students to visit the Barrie campus.

SERVICES & RESOURCES

SUPPORT SERVICES

The Student Resource Team offers guidance and support to Barrie students who need additional help and attention. The Student Resource Team consists of the learning specialist, counselor, Dean, and the Head of Upper School. The Head of Upper School may include other members on the resource team. The team monitors the progress of students and coordinates communication with advisors, parents, teachers, and professionals. When appropriate, members of the team may refer families to outside professional resources.

WORK PERMITS

Work permits are required for employment of anyone under 18 years of age. Applications are available from the Upper School Registrar.