



Bullis School Handbook for Students and Parents 2018–2019

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Bullis School

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301-299-8500 • www.bullis.org

Welcome from the Head of School

Dear Students and Parents,

The essence of Bullis is captured in our tagline: Achieve Excellence through Balance. This theme speaks to the great accomplishments of our students and our school within a context that values the importance of balancing academics, athletics and arts, cultivating a richly diverse and inclusive community, and learning to work collaboratively with others. Our culture respects tradition but continues a quest to be innovative and creative. At Bullis, we believe this kind of balanced approach creates an optimal environment for our students to succeed and thrive.

While flexibility and innovation are at the core of how we operate, we also believe that high standards of conduct and character development are important for providing clear guidelines for students. This Bullis School Handbook outlines our policies and procedures, which are intended to be clear but still allow students plenty of room for self-expression, creativity, growth and exploration and also allow the school flexibility to address individual needs and circumstances. Please take some time to review this handbook. The handbook also resides on the website for your reference throughout the year.

We update the handbook every year to reflect changes in our policies and the changing world in which we live. We urge you to participate in this process by offering your suggestions and raising any questions you have about anything you read in this handbook. Please email your child's division principal with your thoughts.

Thank you for keeping the dialogue going and working with us to ensure our shared ongoing commitment to create the best environment for our students to discover the joy of learning.

Sincerely yours,

A handwritten signature in black ink that reads "Gerald L. Boorman". The signature is written in a cursive, flowing style.

Gerald Boorman, Ed.D.
Head of School

Student Handbook Purpose

This handbook is intended to serve as a guide to help students and their families come to know about programs and opportunities at Bullis School as well as to set forth basic expectations for students. Please take the time to familiarize yourself with the contents. We are hopeful that the handbook will answer many questions you may have about academics, athletics, dining hall, transportation, community involvement, health, safety, conduct and other day-to-day aspects of school life. The handbook describes policies and procedures that students and parents are expected to read and follow. It is not, however, part of the legal contract that exists between parents and the School.

Please understand that no set of rules or guidelines can cover every conceivable situation that may arise at a school. The rules, policies and procedures set forth in this handbook are intended to apply under normal circumstances. However, from time to time, there may be situations that require immediate or nonstandard responses. This handbook does not limit the authority of Bullis School to deviate from normal rules and procedures set forth in this handbook. Bullis reserves the authority to deal with individual circumstances as they arise in the manner Bullis deems most appropriate taking into consideration the best interests of the school, its faculty, employees, students and overall school community.

These policies may also be revised or updated periodically, even during the school year. If a major policy revision is made, you will be informed by email or mail. Any student or parent with a question about any handbook policy or statement should feel free to speak with the principal or assistant principal of the student's division.

Bullis Mission, Vision and Values

Our Mission

Bullis School provides a student-centered balanced experience in academics, arts, athletics and community service. Bullis uniquely prepares all students to become caring citizens and creative, critical thinkers who will thrive in tomorrow's world.

Our Vision

To be the independent school of choice for families who seek an extraordinary educational experience which develops global leaders who enthusiastically embrace challenge, exhibit strong character and cultivate community.

Our Core Values

Core Academic Values	Core Institutional Values
Critical Thinking	Integrity
Collaboration	Respect
Communication	Diversity
Resourcefulness	Service
Creativity	Responsibility

Philosophy

Creating a caring, challenging community—this goal guides us at Bullis School. We recognize that each aspect of a student's experience is an opportunity for growth, and we require every student to explore a range of interests in academics, the arts and athletics.

We believe that each student's potential must be developed thoughtfully through stimulating, challenging experiences. As students take increasing individual and collective responsibility for their development, appropriate structure and high expectations establish a strong foundation and useful framework for learning and creative expression. Within this framework, we encourage each student to regularly question assumptions, take risks, learn from mistakes and participate in scholarly inquiry.

At Bullis, we value diversity and embrace its many dimensions. We regard interactions among people of various backgrounds, experiences and viewpoints as essential to developing the respect, empathy and compassion that

lie at the heart of our school. Integrity, accountability and trust are central to the relationships we develop at Bullis and to our interactions with those outside of the school community. Working together with families, we teach students that the well-being of the Bullis community is a shared responsibility and that service to others enables us all to explore our humanity and become active and responsible world citizens.

Diversity

Bullis is a learning community where equity and appreciation of diversity are core values. Students and families, faculty and staff, and the Board of Trustees reflect and respect this diversity. Diversity brings encounters that are active and challenging—that move us from mere tolerance to genuine acceptance and understanding of others. In and out of the classroom, students and adults are encouraged to see the world through different lenses, to become better learners, more culturally versatile, ready to participate as responsible citizens and to provide leadership in an increasingly multicultural world.

Diversity is central to the identity and character of Bullis School. It has many dimensions, including, but not limited to, the following (in alphabetical order):

- Diverse gifts and talents
- Gender
- Geography
- Learning style
- Physical challenges
- Politics
- Race and ethnicity
- Religion
- Sexual orientation
- Socioeconomic background

An active Diversity Task Force, in which staff from all parts of the campus participate, is responsible for on-going professional development, training, curriculum review, speakers and special events to promote diversity and equity on our campus.

Guiding Principles

Lower School: Bullis students start their educational journey in the Lower School where girls and boys in kindergarten through 5th grade learn essential life-long skills in a joyous environment amid a verdant 102-acre campus.

Classroom teachers take full advantage of the flexible schedule to delve deeply into the rigorous curriculum while also acknowledging children's need to explore and play. Small class sizes provide plenty of time for individual attention, where students are both challenged and supported. The Responsive Classroom methodology provides a nurturing social curriculum that promotes civil discourse, empathy and the development of good manners. The Lower School curriculum is integrated across subject areas, with a particular emphasis on reading, writing and mathematics.

Lower School teachers are innovative, highly skilled and constantly searching for ways to grow and improve their craft. They develop creative, hands-on projects; use technology in ways that promote reflection, collaboration and communication; and design field trips that take full advantage of our nation's capital.

Middle School: In the Middle School we believe stimulating academic curiosity built on a framework of skills and knowledge is fundamental to our students' positive intellectual and emotional growth. We seek to inspire and cultivate our students' desire to learn, to question, to take risks and to accept responsibility.

The Middle School curriculum is developed and implemented to foster growth and independence during a crucial time in a child's development. Students acquire vital skills that propel them into the Upper School. Emphasis is placed upon developing leadership, citizenship and organizational skills.

Students can expect a challenging curriculum that strives to meet the needs of individual learning styles.

Upper School: In the Upper School, we seek to honor the unique needs and contributions of each student through a continuing process of challenge and self-reflection. We utilize a wide variety of teaching practices and learning opportunities to cultivate respect, understanding and compassion for others. The success of our students also depends on close collaboration with parents and families. We expect our students to work with teachers, students and other members of the community to become independent,

life-long learners. Because the hallmarks of a Bullis education include honesty, integrity and responsibility, we place great importance in the Bullis Honor Code. In educating our students, we seek not only to prepare students for success in higher education, but also to equip them with the skills needed for a balanced, fulfilling and meaningful life.

Blue and Gold

Bullis' student body (and staff and parents, too) are divided into two teams. The Blue and Gold Teams each have an Upper School captain, and the teams engage in friendly competition throughout the year to win the coveted Spirit Cup at the end of the school year. From Blue and Gold dress days (no uniforms—just all blue or all gold) to attendance competitions at athletics or arts events, to cheering at weekly assemblies, Blue and Gold is a spirited competition that the entire community engages in enthusiastically and with great loyalty!

Communications

Who to Contact for What

General contact information: Up-to-date contact information for all school offices, departments, faculty and staff members is provided in two locations: (1) on the Bullis website (choose "About" and "Staff Directory," or to view administrators and staff by department, find the "Contact Us" link in the footer of the website), and (2) the Bullis directory, which is distributed in mid-September.

Getting messages to your child during the school day: If you need to get a message to your child, call your division's administrative assistant by 12:00 p.m. to ensure the message can be delivered in a timely fashion. A message will be placed on the appropriate grade-level message board outside of the office. To reduce interruptions to class, only emergency messages are delivered to a student while he or she is in the classroom.

Questions or concerns about your child: If at any time you have a question or concern related to your child, please do not hesitate to call your child's divisional office. The administrative assistant for your division can help you with many of your questions. The administrative assistant can also arrange for a conference with your child's teacher, one of our learning specialists or with the principal.

If your concern is academic or pertains to a classroom issue, please contact the appropriate teacher using voice mail or email. Teachers return emails and phone calls promptly, but do not check messages while teaching. Teachers' voice mail numbers and email addresses are available on the Bullis website, in the Bullis directory, on the teachers' Haiku pages and are also distributed at Back-to-School Night.

Parents of Middle School students with particular concerns are encouraged to contact the first person listed in the appropriate category below. If you are unable to resolve the matter, you are welcome to proceed to the next person.

- Academics: Teacher (if specific to one class), Advisor (if a broader academic question/concern), Grade Level Coordinator, Assistant Principal for Academics, Principal
- Athletics: Team Coach, MS Athletic Director, Assistant Principal for Student Life, Principal
- Student Life and Extracurriculars: Assistant Principal for Student Life, Principal

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- Discipline: Assistant Principal for Student Life, Principal
 - Health: Nurse, Advisor, Assistant Principal for Student Life, Principal (for specific and confidential matters, contact the MS Counselor).

Parents of Upper School students with particular concerns are encouraged to contact the first person listed in the appropriate category below. If you are unable to resolve the matter with that person, you are welcome to escalate your query or need to the next person in the chain of response:

- Academics: Teacher, Advisor, Department Chair, Assistant Principal for Academics, Principal
- Athletics: Coach, Boys or Girls Athletic Director, Upper School Assistant Principal, Principal
- Extracurriculars: Advisor, Upper School Assistant Principal, Principal
- Health: Nurse, Advisor, Assistant Principal, Principal
- Disciplinary: Assistant Principal, Principal

Bullis Communications with Families

Bullis Connection: The Bullis Connection is our weekly e-newsletter sent to all members of the Bullis community. It provides information to Bullis families on a wide range of upcoming activities, including:

- School meeting announcements
- School grade and/or division announcements
- Gala and other school events
- Fine arts, choral and athletic programs
- Parent education events at Bullis or other schools
- Network meetings
- Requests for volunteers for school-related activities
- Bullis community service information
- Calendar items
- Directory updates
- Field trip information

The Bullis Connection is for the use and convenience of Bullis parents, students, faculty and staff. It is not available for items related to personal,

commercial, political or advocacy purposes. All items proposed for inclusion in the Connection should be emailed to the newsletter editor at susan_king@bullis.org. Items must be received by Tuesday afternoon for that Thursday's Connection.

Emergency Communications

In the event of a campus emergency, parents will be contacted in one of the following ways:

- (1) LiveSafe: parents are urged to sign up for this free digital service by downloading the LiveSafe app from the iTunes Store and connecting to the Bullis system to receive free emergency emails and/or text messages sent to the device(s) you choose
- (2) Emails from the head of school sent to the entire Bullis community (in case the LiveSafe system is unavailable to any reason).

The school's first responsibility in any emergency is to ensure the safety of students. Depending on the nature of the emergency, access to the campus or specific buildings by parents may be limited until conditions are judged safe by the school and/or emergency authorities.

Inclement Weather and School Cancellation or Delayed Opening

When inclement weather strikes overnight and road conditions are hazardous in the morning, Bullis will announce a delay or cancellation of school in four ways:

1. Through LiveSafe
2. On the Bullis website and via posts on our Facebook and Twitter accounts
3. On the telephone recording at the main school number (301-299-8500)
4. On the following radio and TV stations:

Radio
WTOP 820AM and 103.5FM
WMAL 630AM

TV
WRC (Channel 4)
WTTG/Fox (Channel 5)
ABC (Channel 7)

Every effort will be made to post these announcements no later than 5:30 a.m.

Weather-related cancellations and delayed openings at Bullis will not always conform to those announced by Montgomery County Public Schools.

Bullis builds a few snow days into each year's school calendar. In accordance with our Bullis Online Snow Days Policy, students are expected to complete assignments to continue our program of instruction beginning on the third snow day closing. If actual snow days exceed those built into the calendar, snow makeup days will be added as shown on the school calendar in June. Please do not make travel plans before the end of winter for days marked as snow makeup days on the Bullis calendar.

Unexpected Early Dismissal

If weather conditions (or other emergencies like power outages) lead to a decision to dismiss Bullis students during the school day, the school will:

- Communicate the message through LiveSafe
- Post the cancellation message, with bus information, on the school's website
- Send a Bullis email message to all parents
- Communicate the message through LiveSafe
- Post announcements on the School Facebook and Twitter pages

Parents are responsible for picking up their children as quickly as possible after an unexpected early dismissal. In the event a parent cannot reach the school to pick up his/her student, the parent needs to call the school to make alternative arrangements for the student to get home. Bullis buses will depart from school 15 minutes after school is dismissed.

During early dismissals, one-way traffic patterns will be in place, just as they are during normal afternoon dismissals.

In case of an active thunderstorm during dismissal, the school's policy is to keep students in the buildings until the threat of lightning has passed.

After School Activities Cancellation

On days when school has been cancelled or dismissed early due to inclement weather, all after-school activities (practices, rehearsals, games, meetings and performances) are cancelled unless specifically authorized by the Head of School, based on improving weather and road conditions. For information on after-school activities and events, check the school's website or Athletic Hotline (301-983-5737).

Assemblies and Announcements for Students

Every Monday, the entire student body gathers for an all-school assembly. Led by the Head of School (or his designee), the assembly includes announcements from teachers and students about upcoming events or achievements and a special presentation around an established theme. All announcements are due to the Head of School's Office by noon the previous Friday. Student announcements are subject to approval by the appropriate teacher or administrator.

Lower School: Announcements to students are made in Morning Meeting, Lower School Assemblies, and via email to parents. A weekly letter from the principal, the *Parent Week in Advance*, is emailed to Lower School families on Fridays with reminders of upcoming events and important division information.

Middle School: Announcements to students are posted on whiteboards in the hallways, video monitors and during Middle School assembly.

Upper School: Announcements to students are posted on monitors throughout the entire school each day. After getting the approval of a faculty member, students may submit announcements a day in advance to the Upper School Office. Students should periodically check monitors throughout the day.

Student announcements or videos must be approved by the Upper School Office prior to any posting or sharing of the media on campus.

Academics

The Bullis School Code of Academic Honesty

Academic honesty is critical to the education of individual students and to the integrity of the Bullis community. Students who misrepresent their own work or present the work of others as their own deprive themselves of the benefits of the learning process. The process of analyzing, researching, investigating and wrestling with ideas is the most valuable and important aspect of one's education. Students who choose to bypass this process fail to take advantage of the educational opportunities afforded them and demonstrate their lack of commitment to the educational philosophy of the school. In addition to diminishing their own education, academically dishonest individuals also undermine the educational mission of the school and compromise the integrity of the Bullis community. Any violation of trust and respect within the community reduces the quality of the educational experience at Bullis.

Plagiarism: Plagiarism is the presentation of the words or ideas of another as one's own. While plagiarism is generally associated with research papers, other assignments may also be plagiarized. These include homework assignments, essays, written labs, oral presentations and visual presentations. In order to avoid plagiarizing, a student must appropriately cite any source used in preparing or completing an assignment. Because of the seriousness of this issue, students are encouraged to ask their teachers for clarification if there is any doubt as to whether a source must be cited. A student may not reproduce his or her own work for a different class.

Cheating: Cheating is related to plagiarism. A student who utilizes another student's work, copies from another student, shares information about a graded assignment, copies from his or her own notes during a graded assignment or in any way misrepresents his or her knowledge during a particular assessment is cheating. Cheating may occur on tests, quizzes, homework assignments, labs and other graded work. As policies can vary in some cases by department, teacher and assignment, students are encouraged to clarify any questions about the expectations pertaining to specific assignments.

Consequences: A student who plagiarizes or cheats appears before the assistant principal. The assistant principal determines whether the student is responsible and will usually issue consequences based on the following guidelines:

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- A first offense typically results in the student being required to re-do the assignment without unauthorized assistance. The resulting grade is entered with a 50 percent deduction. This grade cannot be dropped. A Disciplinary Warning is issued.
 - A second offense typically results in a suspension of 2-5 days and a specified period of Disciplinary Probation. No credit will be given for the work in question.
 - A third offense at any time during the student's career at Bullis will most likely result in the student being permanently separated from the community. No credit will be given for the work in question.

Steps will also be taken to ensure that the student understands the severity of his or her actions and learns from the experience. Given the violation of community trust implicit in academic dishonesty, a student's participation in certain school activities may also be restricted.

Lower School Academics

Academics and Independent Reading

A normal day in the Lower School usually consists of a lengthy language arts block, math, science and social studies. In response to extensive research correlating volume of pleasurable reading with academic achievement, students read independently each day. In addition, teachers model reading comprehension strategies and encourage aural focus by reading aloud picture books, novels, short stories and poetry. Students attend art, music and Spanish classes two times per week. Technology is integrated into most classroom projects and all Lower School students are issued an iPad in order to learn important research skills, document their learning, and communicate effectively in a digital environment. All students participate in a physical education program four times a week. Finally, Lower School students in grades 3-5 are encouraged to learn a musical instrument and participate in either the Blue (beginning) or Gold (advanced) bands. Instrumental music practice is embedded in the weekly schedule, and private lessons are available on campus after school. Once a week the children attend an all-school assembly and a Lower School assembly, during which students share poetry, projects, music, and drama. Children have recess and snack daily.

Research shows that independent reading is an important factor in a child's academic and personal growth, so each child in the Lower School is expected to read a book of their choice for a minimum of one half hour per night. Students are expected to take Accelerated Reader quizzes when they finish a book. The school keeps track of each child's volume of reading and

encourages each student to read at least one million words per year! Parents and guardians are encouraged to read aloud to their children frequently in books that are above the child's reading level. Reading aloud deepens bonds between adults and children, and the shared experience provides a meaningful glimpse into a child's social and emotional development. Good, higher level, read-a-louds also introduce children to sophisticated vocabulary, more complex sentences, and deeper ideas. Please note: Many of the most successful families have sensible TV and computer restrictions in place, especially during weekdays. We recommend that you minimize all "screen time" during the week and simply record the television programs your child loves. Many parents allow their children to watch these recordings on weekends.

The Bullis curriculum not only provides students with the academic background necessary for their success, but also acts as the cornerstone for an entire range of co-curricular and extracurricular activities that help develop well-rounded individuals. Bullis helps students establish this cornerstone by presenting them with a curriculum that generates reasonable challenges for all students.

In keeping with this goal, Bullis is concerned with the quality of students' work and the effort and integrity that go into producing that work, especially as noted in the "Bullis Code of Academic Honesty."

Homework and Books

Homework encourages the development of organizational skills and responsibility, and reinforces and deepens the concepts taught in school. Families should establish a predictable family homework routine with minimum distractions in order to support each child's best work.

Faculty agree that sleep is more important than a completed assignment; so if your child's efforts are in a state of diminished return, put him or her to bed! Teachers' intentions are good, but we may occasionally misjudge the time an assignment will take. Please keep these homework guidelines in mind, while acknowledging that children work at various rates:

- Kindergarten: 10 to 20 minutes, plus reading
- Grade 1: 10 to 20 minutes, plus reading
- Grade 2: 20 to 30 minutes, plus reading
- Grade 3: 20 to 30 minutes, plus reading
- Grade 4: 40 to 45 minutes, plus reading
- Grade 5: Not to exceed 60 minutes, plus reading

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- LS weekend homework: daily independent reading for at least 30 minutes with occasional projects or assignments

Unless a teacher clearly asks for parent input, students should work on homework independently, but they may need assistance from time to time. When helping, please remember this idiom:

Tell me, and I forget.

Show me, and I'll remember.

Involve me, and I'll understand.

Please inform the appropriate teacher if your child needs an inordinate amount of help, or if they spend too much or too little time on homework.

Reports and Evaluations

The Bullis academic year is divided into three trimesters, and each child's academic and social progress is formally noted and communicated to parents through end of trimester report cards and parent-student-teacher conferences. Teachers also keep in touch with parents informally with frequent emails and phone calls whenever a need arises. Second and 3rd grade students are evaluated with formative and summative assessments, but they do not receive letter grades.

At the end of each trimester, 5th graders receive numerical grades in all academic subjects according to the following system:

- 90-100: Excellent performance within subject matter
- 80-89: Good performance within subject matter
- 70-79: Adequate performance
- 60-69: Poor performance

Students are assessed, but do not receive grades in music, art, foreign language and physical education.

Parent/Teacher/Student Conferences

Parent/teacher/student conferences are an important means of communication between parents and the school. We value this opportunity to come together to share insights and information that enable all of us to meet the needs of the children more effectively. Conferences are held twice each year as shown on the school calendar. Lower School students facilitate the first half of each conferences, and then are excused for the second half. Parents are always invited to schedule additional meetings as needed throughout the school year.

Lower School Classroom Updates

An important part of the knowledge building process is documenting and reflecting on recent learning. Students and teachers frequently post videos, photos, and student commentaries on their work in class on the teachers' Haiku pages. When students post evidence of their learning, we ask them to articulate the meaning – the why, how, and what – of their work. Classroom teachers and the school principal will augment these postings, but the primary voice will often come from students. Students, in our view, need frequent practice writing for specific audiences and for authentic reasons. Because students are learning new skills, we need to celebrate their efforts at approximation, not expect perfection.

Back-to-School Night for Lower School parents is held each year in mid-September. At this time you will meet your child's teachers, see the Lower School classrooms and get a feeling for what your child experiences during a typical day at school.

Middle School Academics

Introduction

The Middle School curriculum is developed and implemented to foster growth and independence during a crucial time in a child's development. Students acquire vital instructional skills that propel them into the Upper School. Emphasis is placed upon developing leadership, citizenship and organizational skills.

Students can expect a challenging curriculum that strives to meet the needs of individual learning styles.

Curriculum

Curriculum Guide: The Middle School curriculum guide, available on the Bullis website, details the current Middle School course offerings, signature programs and extracurricular activities that receive academic credit. Please review this resource thoroughly before beginning course selection.

Course of Study: The Middle School has a six-period day of English, foreign language, math, science, social studies, fine arts, technology and health classes. Athletics comes at the end of the day, four days per week, mainly through participation on interscholastic teams. Program models for each grade level are listed below:

Courses for 6th Grade Students

- Language Arts 6
- Science 6
- Geography
- Math 6 Lab, Math 6 or Pre-Algebra 6 (placement based on recommendation)
- Foreign Language (Latin 6 or Spanish 6 or 6A)
- Performing Art (Band, Chorus, Dance or Strings)
- Art 6, Health 6 and Theater (each are trimester long courses)

Courses for 7th Grade Students

- English 7
- Science 7
- Ancient History
- Pre-Algebra 7 or Algebra 7 (placement based on recommendation)
- Foreign Language (Chinese 1A, French 1A, Latin 1A or Spanish 1 or 1A)
- Performing Art (Band, Chorus, Dance, Strings or Theater)
- Art 7, Health 7 and Media Literacy (each are trimester long courses)

Courses for 8th Grade Students

- English 8
- Science 8
- American Studies
- Foreign Language (Latin 1B or Spanish 1B/Spanish II)
- Transition Algebra, Algebra or Geometry (placement based on recommendation)
- Art Major (Acting, Band, Choir, Dance, String Ensemble, Technology, Theater or Visual Art)
- Art Minor (Dance, Percussion Ensemble, Sculpture & Printmaking, Technical Theater, Technology or Visual Art)
- Health 8 (trimester long course)

Course Selection, Scheduling and Changes

Course Selection and Scheduling Process: Middle School students participate in core academic classes (language arts, mathematics, social studies, and science) and have the opportunity to choose foreign language, visual and performing arts classes in the spring preceding the new school year.

A course request form and course requirements worksheet is given to students to help plan the course of study. Mathematic and foreign language placements for returning students are based on assessments and teacher recommendations. Placement tests for new students in the areas of mathematics, foreign language and reading are administered in the spring and summer months.

Completed course request forms must be signed by each student's parent or guardian and returned to the MS Office for final approval. Schedules are not issued if a student's account is not current.

Schedule Changes: A thorough process is completed to create appropriate schedules. However, should a schedule change be necessary, the student must secure the approval of the Middle School principal.

Homework: Homework is given regularly in all Middle School courses. Students have an average of 20 to 30 minutes of homework for each class, depending on course and level. Students are expected to complete all homework on time.

In case of a prolonged excused absence from school, students will be helped in getting assignments and materials. In all other cases, students are responsible for getting all missing homework assignments and materials from teachers. Upon returning to school students are responsible for checking with teachers to see that work is up-to-date and any missed quizzes or examinations as soon as possible.

Grading

Tests and Examinations: Student performance is evaluated and graded on a regular basis in all courses. Quizzes may be announced or unannounced, a practice that helps students maintain a consistent pattern of work by encouraging day to day preparation. Teachers instruct students in the best way to prepare for their graded assignments, and they notify their classes several days in advance of major tests. Make up tests and quizzes after excused absences are administered as needed at the discretion of the teacher.

Reports and Grades: The Bullis school year is divided into trimesters. All

students receive progress reports at the midpoint of the winter trimester. Report cards are posted on the Parent Portal at the end of each trimester.

Students receive numerical grades in most academic subjects according to the following system:

90-100 Excellent performance: has demonstrated excellent knowledge and mastery of skills and their application.

80-89 Very good performance: has demonstrated facility with skills and their application.

70-79 Adequate performance: has demonstrated basic knowledge and grasp of skills and their application.

60-69 Poor performance: has not fully met course objectives, but has demonstrated sufficient knowledge and familiarity with skills to pass the course, indicating concern in cases where course is sequential.

Below 60 Inadequate performance: has demonstrated inadequate knowledge and little or no grasp of skills and their application.

Incompletes Students with extenuating circumstances who have not completed all assigned work during any marking period may receive a grade of incomplete at the discretion of the Student Support Team. Students have ten days from the end of the marking period to make up all unfinished work. Work will not be accepted after the grace period has expired.

Effort Grades: Students also receive an effort grade each trimester in each course, based on the following effort criteria and grade structure:

Effort grade criteria:

Preparation and Readiness:

- Student arrives to class promptly, with assigned work completed and with correct class materials.
- Student is ready to begin work.
- Student keeps papers and other classroom materials readily accessible for efficient use.

Behavior:

- Student cooperates with teacher in fostering a classroom atmosphere of courtesy, mutual respect and productive activity.

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- Student exercises self-control by refraining from comments and actions that are inappropriate in content or timing.

Participation:

- Student shares ideas and insights with the class.
- Student contributes positively to class discussion by answering questions raised by the teacher or by a student

Initiative:

- Student takes the initiative to anticipate absences, to make up missed work, to keep appointments and to seek help from the teachers when necessary.
- Student shows a willingness to learn and a desire to improve.

Effort grades:

4 = Student consistently meets effort grade criteria.

3 = Student usually meets effort grade criteria.

2 = Student occasionally meets effort grade criteria, but needs to show improvement in one or more areas.

1 = Student fails to meet criteria on a consistent basis and needs to show considerable improvement in multiple areas.

Academic Honors: The Middle School recognizes students at the end of the school year who have distinguished themselves academically. Students whose average grade is 88 and above earn Honors designation; those whose average grade is 92 and above earn High Honors.

Parent/teacher conferences: Parent/teacher conferences are held at the midpoint of the fall and spring trimesters to provide an additional opportunity for parents to partner with the school in fostering their child's growth and development as a student. Conferences aim to provide parents with an understanding of how students are performing in individual classes and participating in the Bullis community. Parents are invited to share their perspectives on their students' strengths and needs, learning styles, and any other information available to support student learning at school and at home.

Responding to Academic Difficulties

The middle school years are vitally important to a child's intellectual and emotional growth. During this time, students should learn the academic habits and skills that will support their learning throughout grades 6-8 and

beyond. The Middle School has therefore developed the following guidelines:

Academic Improvement Plan: An Academic Improvement Plan (AIP) will be created and implemented with students who need additional academic support due to classroom performance or an extended absence from school. A student may be placed on an AIP if any of the following conditions occur at a progress report or trimester grade report:

- Student has two grades of 69 percent or below;
- Student has one grade of 59 percent or below;
- Student has an overall average of 69 percent or below.

The learning specialist, in conjunction with the student's designated support team, will develop an improvement plan.

During the first three school days of the Academic Improvement Plan the student may not be permitted to participate in athletics or theater. The student will meet with a learning specialist and/or specific teachers. The student support team will determine if an extended amount of time is needed before returning to athletics or theater. An Academic Improvement Plan recommended for longer than ten school days requires permission from the principal.

Remedial Summer Work: Students who earn grades of 60 to 65 in sequential disciplines such as English, math and foreign languages are required to do academic work over the summer to prepare for the following year's work in that subject. Students who fail any course during the regular school year must make up that course in summer school at Bullis, if offered, unless the Middle School principal deems otherwise. However, at the discretion of the principal, some courses may have to be made up in the following academic year.

Honorary Societies

National Junior Honor Society: The National Junior Honor Society is an organization designed "to create enthusiasm for scholarship, to stimulate a desire to render service, to promote leadership, to develop character, and to encourage good citizenship." In the Bullis Middle School, NJHS is a recognition program to honor and celebrate students who have engaged in community service, supported school-related activities, and display an enthusiasm and passion for learning.

Eligibility for NJHS starts with students earning an overall 92% (or higher)

grade point average (GPA) from their entry point into the Middle School. GPAs are calculated after the second trimester for students in the 8th grade. Students then have the option of applying for membership through a student activity application and personal essay. All applications are blindly reviewed by a panel of teachers. If selected, students are then recognized at an annual induction ceremony.

Upper School Academics

Introduction

The Bullis Upper School curriculum not only provides students with the academic background necessary for their success at the college level, but also acts as the cornerstone for an entire range of co-curricular and extra-curricular activities that help develop well-rounded individuals. Our goal is to graduate good students who are good people. Bullis helps students establish this cornerstone by presenting them with a curriculum that generates reasonable challenges for all students. Each student's schedule is tailored to meet his or her academic needs. In keeping with this goal, Bullis is concerned with the quality of students' work and the effort and integrity that go into producing that work, especially as noted in the "Bullis Code of Academic Honesty."

Curriculum

Curriculum Guide: The Upper School curriculum guide, available on the Bullis website, details the current Upper School course offerings, signature programs and extracurricular activities that receive academic credit. Please review this resource thoroughly before beginning course selection.

Honors and Advanced Placement Courses: Bullis offers a wide range of honors and Advanced Placement (AP) courses for Upper School students. Honors and AP courses receive a five-point weight in a student's cumulative grade point average.

Bullis' AP course grading reflects the expectations of the College Board's grading policies. If a Bullis student takes an AP course, he or she is required to take the AP exam. Students may not take more than four honors and/or AP courses in one trimester unless the assistant principal for academics grants permission.

Other Course Options: In addition to the courses described in the online curriculum guide, Bullis offers the following course options to Upper School students:

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- **Bullis Online:** Bullis is introducing Upper School online courses available for credit during the summer. Interested students should contact the assistant principal for academics for information on available courses and course requirements.
 - **Independent Study:** Seniors and juniors with specialized interests or abilities may request approval to explore, under the supervision of a teacher, topics outside of those available in the published curriculum. Though specific arrangements and expectations will vary, all independent study will include a final project and a presentation. The presentation will be made to a group of teachers and administrators, including the academic dean, the principal, the department chair and others the student wishes to invite.

To request approval for independent study, students must submit a written proposal to the academic dean a minimum of two weeks in advance of the trimester or year of proposed study. This proposal should be designed through discussions with the supervising teacher. Specific guidelines for written proposals may be obtained from the assistant principal for academics.

- **Summer Study:** Upper School students are encouraged to pursue summer coursework in areas that interest them. Summer courses do not need to be approved unless they are taken for the purpose of earning Bullis credit. In these cases, each course must be approved in advance by the assistant principal for academics. Credit is noted on the Bullis transcript upon receipt of an official institutional transcript indicating successful completion of the course.

Bullis graduation requirements may not be satisfied through summer work. Exceptions to this policy are made at the discretion of the assistant principal for academics for students whom we require to take a specific summer course or for students who wish to advance the level of their coursework at Bullis.

Course of Study: The typical progression of the Upper School curriculum is shown below for each grade. At higher grade levels, variations often occur because of differences in a student's prior program of study.

Grade 9

English 1

Math

Science

Foreign Language

Human Geography

Visual and Performing Arts Electives

Physical Education

Grade 10

English II
Math
Science
Foreign Language
Global History
Visual and Performing Arts Electives
Technology Electives
Health
Physical Education

Grade 11

English III
Math
Science
Foreign Language
US History and/or Social Studies Electives
Visual and Performing Arts Electives
Technology Electives
Physical Education

Grade 12

English IV
Math
Science Electives
Foreign Language Electives
Social Studies Electives
Visual and Performing Arts Electives
Technology Electives
Physical Education

Course Selection, Scheduling and Changes

Course Selection Process: Upper School students are expected to play an active role in the process of developing their course of study and selecting courses. Each student works closely with his or her academic advisor to determine the schedule and course sequence that will best meet the student's needs and interests. This includes consideration of the unique signature programs that Bullis offers Upper School students.

An Upper School course load consists of six courses per trimester. Students wishing to carry more or less than a normal load must receive approval from the assistant principal for academics.

Each spring, each student receives a course selection worksheet for the upcoming school year. Working with his or her Course-Selection Coach and the updated online Curriculum Guide, he or she plans a course of study for the following year, considering available courses, teacher recommendations and graduation requirements. The student's teachers often also assist in the course selection process, discussing or recommending next-year courses in their discipline.

The Course-Selection Coach enters the course selections electronically whereupon the Registrar builds the schedule. Students are notified of problems and conflicts during the summer. Schedules are not issued if a student's account is not current.

Schedule Changes: Because of the care taken to create appropriate schedules for each student, changes are rarely necessary. However, should a schedule change be necessary, the student must secure the approval of the appropriate teachers, the student's parent or guardian, the student's advisor and the assistant principal for academics. The process starts with a conversation with the assistant principal for academics. The following policies apply to course changes and are discussed as part of the approval process:

- Any yearlong course dropped—and not replaced with a commensurate course—after the third week of the first trimester will be indicated on the transcript as “withdrawn/passing” or “withdrawn/failing.”
- A student may not drop a yearlong course after the beginning of the second trimester.
- No partial credit will be given for a yearlong course not completed.
- A student may not drop a trimester course after the third week of the trimester.
- Any trimester course dropped after the deadline—and not replaced with a commensurate course—will be indicated as “withdrawn/passing” or “withdrawn/failing.”

Homework: In the Upper School, homework is a vital component of the learning experience and is an extension of the classroom. Not only does homework reinforce material learned in class and introduce new material, but it also is a vehicle for independent work, practice, and critical thinking. Upper School teachers know that Bullis students lead busy lives and, as a result, work to ensure each assignment is meaningful and appropriate while also challenging, innovative, and engaging. Homework also provides

an opportunity for students to improve their memory and study skills, including time management, planning, and prioritizing, all of which are essential life skills.

Homework is expected to be completed on a daily basis as each class session builds on the assignment from the previous evening. Full completion of each assignment is essential for optimum learning. Each teacher has a set homework policy and reserves the right to give a zero for a missed or incomplete assignment. Students should expect an increased amount of homework as they progress through the Upper School, beginning with an average of 25-30 minutes per night per subject in 9th grade and growing incrementally to an average of 45 minutes per night per subject in the 12th grade. There may be nights when a student has more than the typical homework load and students should plan for these evenings in advance by planning out long-term assignments and by studying in advance for tests and quizzes. Students are expected to use study halls to begin the homework process. Students in Honors and AP classes should expect 45 minutes per night in each of those classes.

Homework assignments range from guided practice to open-ended inquiry and are designed to be completed independently by the student. While many assignments are meant to reinforce the work done in class, some assignments introduce new and challenging material. We expect students to approach homework with a willingness to explore and to wrestle with information; it is not acceptable to dismiss an assignment because it appears too difficult. Homework assignments are meant to challenge and engage, which, in turn, means that students must seek to understand the material rather than foregoing it. While homework assignments are generally given in class, students can also find assignments on teacher websites. If a student does not know an assignment, they are expected to check the website or contact a peer. With the exception of an excused absence, there is no reason to miss an assignment. Upper School students are accountable for their own work. The Upper School Faculty seeks to help students understand the direct correlation between thoughtful, consistent homework completion and course success.

Study Halls: Study halls are to be used for completing school-related work. Students are expected to use study hall time quietly and with a minimum of conversation, especially in the 9th and 10th grade study halls, so that work can be completed and proper study habits developed.

Students may leave study hall for extra instruction or to do research in the library with a written pass obtained in advance from the teacher overseeing the work. Study hall proctors do not write passes for students.

Grading

Tests and Examinations: Student performance is evaluated and graded on a regular basis in all courses. Quizzes may be announced or unannounced, a practice that helps students maintain a consistent pattern of work by encouraging day-to-day preparation. Teachers instruct students in the best way to prepare for examinations, and they notify their classes several days in advance of major tests. Makeup tests and quizzes are administered as needed by the discretion of the teacher. Most full-year core courses include a two-hour final examination at the end of the second trimester. These exams represent 10 percent of the final course grade. Students who qualify for extended time are allowed up to time and a half of the scheduled time and must complete all work that day. Completion of a test or exam takes precedence over all after-school activities. No trimester or final exam may be administered prior to the originally scheduled time without the approval of the assistant principal of academics.

Department Testing Weeks: The school encourages departments to observe the following testing weeks based on the Blue/Gold schedule so that students do not have more than two major tests (not quizzes) on one day. With advanced warning to the necessary grade-level team, a teacher may schedule a test during an off week if it does not result in more than two major assignments on any one day.

Tests are usually distinguished from quizzes as follows: a test usually covers work done over a period of time greater than two weeks and is planned to take an entire period to finish.

Blue Week: math, social studies, technology, health and visual and performing arts

Gold Week: science, English, foreign language, entrepreneurship

Reports and Grades: The Bullis school year is divided into trimesters. All students receive progress reports at the midpoint of each trimester. Report cards are posted to the parent portal at the end of each trimester. Students with grades below 70 and those whose grades have changed dramatically also receive interim reports at different points of each trimester. Copies of report cards, progress reports and interims are kept in the student's school file.

Students receive numerical grades in all academic subjects according to the following system:

90-100—Excellent performance: has demonstrated excellent

knowledge and mastery of skills and their application.

80-89—Very good performance: has demonstrated facility with skills and their application.

70-79—Adequate performance: has demonstrated basic knowledge and grasp of skills and their application.

60-69—Poor performance: has not fully met course objectives, but has demonstrated sufficient knowledge and familiarity with skills to pass the course, indicating concern in cases where course is **sequential**.

Below 60—Inadequate performance: has demonstrated inadequate knowledge and little or no grasp of skills and their application. Failure, no credit.

Incompletes—Students who have not completed all assigned work during any marking period may receive a grade of incomplete at the discretion of the teacher in consultation with the department chair. Students have ten days from the end of the marking period to make up all unfinished work. Work will not be accepted after the grace period has expired.

Effort Grades: Students also receive an effort grade each trimester in each course, based on the following effort criteria and grade structure:

Effort grade criteria:

- Student accepts responsibility for school work.
- Student perseveres in the pursuit of academic excellence.
- Student produces consistently prepared work.

Effort grades:

4 = Student consistently meets effort grade criteria.

3 = Student usually meets effort grade criteria.

2 = Student occasionally meets effort grade criteria, but needs to show improvement in one or more areas.

1 = Student fails to meet criteria on a consistent basis and needs to show considerable improvement in multiple areas.

Academic Honors: At the end of each trimester, the Upper School honor roll is posted. Students who have distinguished themselves academically are awarded certificates. Students with an average grade of 88 or above earn Honors designations; those whose average grade is 92 or above earn High Honors.

Parent/Teacher Conferences: Parent/teacher conferences are held at the end of the fall trimester to provide an additional opportunity for parents to partner with the school in fostering their child's growth and development as a student. Conferences aim to provide parents with an understanding of how students are performing in individual classes and participating in the Bullis community. Parents are invited to share their perspectives on their students' strengths and needs, learning styles, and any other information available to support student learning at school and at home.

Transcripts, Grade Point Averages and Class Ranking: In order to provide an informative summary of a student's academic record, Bullis maintains student transcripts which include cumulative grade point averages. A curriculum guide is attached to each transcript to allow for an assessment of the difficulty of each student's academic program.

Bullis does not calculate a single rank in class for its students. Because our students do not take the same program and because grade distributions vary among teachers, a cumulative ranking system based on raw or weighted grades may not fairly represent a student's relative achievement.

Responding to Academic Difficulties: Bullis offers a comprehensive range of services, described below under Academic Support, to help ensure that all of our students succeed academically. This section details the School's policies for situations in which student performance, despite whatever support is being receiving inside and outside of the classroom, falls below the acceptable level at Bullis.

If a student has a grade average below 70 in any course, he or she should see his teacher as soon as possible. If the student is having serious difficulty in a class, the teacher may require that he or she attend extra instruction for that subject, either with the teacher or in the Academic Center. Extra instruction with the teacher can take place immediately after school or at mutually free times. Extra instruction takes precedence over all activities except science labs and scheduled athletic contests. The teacher may also recommend that the student take advantage of other academic support services.

Academic Improvement Plan: A student with a failing grade or with grades below 70 in two or more courses on any progress report or trimester report card is placed on an academic improvement plan for a maximum of two trimesters. Specific guidelines, including a daily academic checklist, for improving work and for judging improvement are established so that the student and parents understand the school's expectations. The improvement plan

is designed to help students achieve at a high level and to experience academic success. Progress of students on an improvement plan is reviewed at regular intervals during the school year, and a student is removed from an improvement plan if he or she has no grades below a 70 at the end of the trimester. Unweighted grades are used in determining whether a student needs to be placed on an improvement plan.

Academic Probation: A student with any grade below 70 after two trimesters on an improvement plan is placed on academic probation, which constitutes a major change in a student's status and results in a contract hold for the following school year. Specific guidelines, including a daily academic checklist, for improving work and for judging improvement are established so that the student and parents understand the school's expectations. The progress of students placed on academic probation is reviewed at regular intervals during the school year, and a student is removed from academic probation if he or she has no grades below a 70 at the end of a trimester. Failure to satisfy requirements of academic probation may hinder a student's ability to return to Bullis the following year. Unweighted grades are used when determining whether a student is on academic probation.

If a student has been placed on a second improvement plan during his or her time in the Upper School, he or she will be placed directly on academic probation if any of the following conditions occur:

- He or she has at least one unweighted grade below a 70 while on an improvement plan;
- He or she has one failing grade (unweighted) while not on an improvement plan;
- He or she has two unweighted grades below a 70 while not on an improvement plan.

Remedial Summer Work: Students who fail any course during the regular school year must make up that course during the summer. Students who earn grades of 60-69 in any course may also be required to retake the subject in the summer to prepare for the following year's work in that subject. The assistant principal for academics must review and approve the syllabus for any summer school course from another institution to be taken for Bullis credit.

Honorary Societies

National Honor Society: Bullis elects students to join its chapter of the National Honor Society in accordance with the society's national by-laws. Membership in the society is a privilege, not a right, and is based on the four criteria of scholarship, character, service and leadership.

Students possessing a cumulative weighted average of 91.5 percent are nominated for membership. The difficulty level of the student's course load is a consideration of nomination. Students wishing to pursue their nomination complete a student activity form detailing information on their service to the school and community, participation in school life and areas of leadership. The NHS advisors compile a file on each student, which includes his or her activity form, transcript, conduct record and a faculty evaluation based on the four criteria. A faculty council elects students to membership. Members of the faculty council evaluate anonymous copies of each student's file. A student must receive at least three positive votes to be accepted for membership.

Students must maintain a cumulative average of 91.5 percent and participate actively in NHS activities to remain a member. Any student who fails to meet the society's standards comes before the faculty council to discuss the situation. The faculty council may dismiss any student who violates the by-laws of the society or the rules of the school.

Members of the National Honor Society develop and execute community service projects, and work with the community service club.

National Arts Honor Society: The Bullis chapter of the National Arts Honors Society (NAHS) annually inducts members who have shown interest, talent and commitment to visual art and arts community service. The Bullis NAHS commits itself to promoting visual art, creating art-related opportunities in the community and furthering art education as a major part of the Bullis curriculum.

Membership in NAHS is based on fulfilling five hours of art-related community service from the start of school to the induction ceremony in April. While students do not need to be enrolled in one of the advanced art classes, it is highly encouraged that all students participate in visual art for three trimesters. All students enrolled in advanced level visual art courses are strongly encouraged to seek membership in NAHS. Approximately one month before the induction ceremony takes place, all individuals with the required amount of hours may submit an application to the Society's secretary.

NAHS is special because it is both a society and a club. Governance is administered by the executive committee, which is chaired by one individual who presides over the induction ceremony and executive committee meetings. A separate president manages the club section of the chapter and organizes and facilitates club meetings and activities.

International Thespian Society: The Bullis chapter of the International Thespian Society annually inducts members into this international honorary organization to recognize and reward excellence in the theatre arts. To be inducted students must be active participants in theatre, either from the performance or production side.

Tri-M Music Honor Society: The Bullis chapter of the Tri-M Music Honor Society annually inducts students into this international honor society to recognize them for their academic and musical achievements, reward them for their accomplishments and service activities and to inspire other students to excel at music and leadership. Bullis inductees are involved and very successful in year-long music ensemble courses and demonstrate advanced achievement during the school year by participating in additional opportunities including all-state auditions, pit orchestra, district/state Solo Festival and/or approved outside music organizations, groups and competitions.

Graduation Requirements

Graduation Requirements: A student must complete 23-2/3 credits including but not limited to the following distribution of credits to receive a Bullis diploma:

- 4 credits of English
- 3 credits of Math (through Algebra II)
- 3 credits of Science (2 of which must be Physics, Chemistry, Biology)
- 3 credits of Social Studies (including Human Geography, Global History and U.S. History)
- 2 credits of Foreign Language (consecutively in the same language through Level II)
- 1 credit of Visual and Performing Arts/3 credits of Health
- 1/3 credit of Health
- 2 credits of Physical Education

Students are expected to carry six academic courses each trimester.

Total Required Credits to Graduate (not including Physical Education and Activities) = 23-2/3

Students must take a minimum of 6 classes per trimester EXCEPT for seniors who can opt for two study halls for ONE trimester.

All student must take a minimum of 4 CORE COURSES per year.

Students may not take more than 4 Honors/AP courses without the permission of the Assistant Principal of Academics.

In their senior year, students must successfully complete six units of credit for two trimesters and five units of credit for one trimester, and must pass all courses in the third trimester. Course selections must be approved by the assistant principal for academics to ensure the appropriate Bullis rigor for all students.

Graduation Honors: Graduating seniors will be recognized with High Honors for achieving an overall academic average of 92 or higher (cumulative average based on Bullis courses only). Graduating seniors will be recognized with Honors for achieving an overall academic average of 88 or higher (cumulative average based on Bullis courses only).

Online Snow Policy

To eliminate the need to extend the school year into the summer or cancel holidays currently scheduled during the spring, Bullis School uses online snow days.

Online learning is not new at Bullis School. With a laptop or tablet in the hands of every student and teacher, use of technology occurs in every class every day. Our learning management system, Haiku, is accessed on a daily basis by students, as well as other web tools and applications. Consequently, we are well positioned to transition an appropriate level of teaching and learning into the home when it can't occur in the classroom.

Policies for Online Snow Days

The policies for online snow days are designed to reduce the impact and disruption to the school calendar and programs. They are as follows:

- Online snow days will go into effect on the third school closing due to inclement weather.
- Once the online snow days are in effect, each school closing due to inclement weather (not a delayed opening) will be an online snow

day. This will be stated clearly on any school closing announcement—the Bullis website, social media and tv/radio sites.

- Online snow days will continue to be in effect for weather-related school closings for the remainder of the school year.

General Procedures for an Online Snow Day:

- Beginning at 10:00 a.m., all students at Bullis School should log in to Haiku and check the assignments on their course/teachers' pages.
- MS or US students are only expected to check Haiku pages for the classes they would have been scheduled to attend on that particular online snow day. (For example: on Fridays, A block does not meet; therefore, students would not have work to complete for A block on a Friday online snow day.) These students are responsible for checking the blue or gold week schedule to see what classes would meet on the day of the online snow day.
- Assignments are due as specified by the teacher or the division the student is in.
- Bullis teachers will be available to students via email for questions or support until 4:00 p.m., if power and connectivity permit.
- If multiple consecutive online snow days occur, teachers will post assignments for each additional online snow day by 10:00 a.m.
- If a home is without power, students must communicate with their teachers once that power is restored. Assigned work will be due at a reasonable time as determined by the division.
- Check below for additional procedures specific to your student's division.

Lower School Online Snow Day Procedures

The purpose of the online snow day assignments is to keep current with curriculum objectives by grade when face-to-face instruction is not possible due to school closings. LS students will be investing on average about 30 minutes per subject area during these virtual days.

- Read carefully the policies and general procedures for an online snow day above.
- Each grade level will have plans posted on individual teacher Haiku pages. However, a paper copy of the appropriate grade level plans will be sent home with each student for families to keep on hand at home for when the online snow days are in effect.

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- Assignments or activities are due on the day students return to school.
 - All students are expected to complete the assignments, putting forth their personal best effort.
 - Additional assignments that are posted for multiple consecutive online snow days will be designed to sustain learning experiences that align with the curriculum.

Middle School Online Snow Day Procedures

Online snow days give students the opportunity to engage in relevant work when school is closed due to inclement weather. Accordingly, Middle School teachers will create and post lessons on their Haiku webpages to promote student retention of current curriculum topics. Assignments are designed to take approximately 20 minutes to complete.

- Read carefully the policies and general procedures for an online snow day above.
- Completed assignments for each class are to be submitted by the next scheduled session of that class. (Ex. Work for A Block on Monday is due by A Block on Tuesday)
- Students are encouraged to communicate with teachers via email by 4:00 p.m. if there are questions.
- Students taking a blended online course are expected to work on that course if an online snow day falls on a scheduled face-to-face or virtual session for that blended online course.

Upper School Online Snow Day Procedures

All of the Upper School students are comfortable using Haiku and many of them have used the technology further in flipped classrooms, blended and online courses. Assignments are designed to take approximately 30 minutes to complete.

- Read carefully the policies and general procedures for an online snow day above.
- Upper School staff will upload assignments on the day of an online snow day (or prior) and will monitor their Haiku pages to ensure students are working on assignments.
- Students taking a blended online course are expected to work on that course if an online snow day falls on a scheduled face-to-face or virtual session for that blended online course.

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- In the event of multiple consecutive online snow days (i.e., 2-3 days of online snow days), staff will return graded assignments and continue posting work.

Support Services

Bullis acknowledges and accommodates academic diversity and welcomes students who can benefit from the curriculum without significant modifications. Each division offers a broad array of academic and other services to help support the academic success and emotional well-being of each student. Some of these services, particularly in the Middle and Upper Schools, can be utilized by students with prior discussion or arrangement with teachers or advisors. Others are recommended to the student's parents by the School in cases where the student is encountering difficulties, but is not seeking help on his or her own.

Homeroom Teacher (Lower School)

The Lower School homeroom teacher is the main contact for questions about a child's social/emotional growth and development. Parents are also welcome to contact the Lower School principal with concerns. Occasionally the Lower School principal will reach out to parents to request evaluation by an outside professional if a student is demonstrating academic, social, or emotional difficulties at school that are impeding the student's or other students' success.

Resource Teachers (Lower School)

Part-time resource teachers offer support in the areas of reading, written language and math, usually within the classroom setting or in small groups. The Fountas and Pinnell Leveled Literacy Intervention system is used to provide additional reading support. The goal is to support a student so that he or she can become a successful learner in our high-level classroom environments. Both the learning specialist and resource teachers assist with school-wide assessment and creation of individualized reading programs. They also work with parents and teachers to develop strategies that will foster academic growth and development.

Advisory Program (Middle and Upper Schools)

The Middle and Upper School advisory programs support emotional, moral, social and intellectual development by promoting age-appropriate activities and discussions about integrity, accountability, awareness and respect. Advisory helps students build connections within the community and helps develop and maintain a caring, challenging community.

Each student is assigned an advisor, with whom he or she meets in a small advisory group of other students once or twice each week. Advisory group meetings serve as communications channels for a variety of school activities and events. Advisory meetings also provide guided discussion and informal conversation to discuss each student's role in creating a caring community built on integrity, accountability, respect and trust. In the Middle School, themes of community, collaboration/teamwork and leadership will provide the framework for many activities and discussions. These activities will also help students to build cohesive, meaningful bonds within the Bullis community.

In advisory groups, students participate in community service, learning how to become active and responsible world citizens. They will reflect on their experiences, roles in the community, ability to respond to the needs of people and the world around them and responsibilities to themselves and others.

Students also receive individual support from their advisors, who will encourage them to set goals, take responsibility for learning and increase self awareness. Students will consider how best to challenge themselves by using the resources around them, seeking help, managing time, taking risks and learning from mistakes. The advisor will also communicate with parents.

Advisors remain aware of their advisees' progress and are available if a student has a personal problem or needs information about a school activity. Advisors may accompany students who appear before the Conduct Review Board and may sit in on conferences with parents. When an advisor cannot help, he or she will try to direct a student to someone who can. In short, if a student has a problem of any kind and is not sure what to do, the advisor is a good person to see.

Peer Mentors (Upper School)

All freshmen participate in the Peer Mentor Program, which is designed to help ease the transition to the Upper School. Peer mentors are juniors and seniors, chosen through a rigorous selection process. Peer mentors are responsible for a variety of activities which may include sitting with freshmen at lunch, leading discussion groups, planning special activities and hosting guest speakers on today's issues. Peer mentors are expected to participate in a retreat.

Learning Specialists (Lower, Middle and Upper School)

Bullis welcomes academic diversity and students who can benefit from

the curriculum without significant modifications. The school's learning specialists work with students in need of academic support, helping them develop effective learning strategies that enhance cognitive and academic performance, and instilling important life skills of self awareness and self advocacy. The learning specialist may contact families if there are academic concerns or if outside support is recommended. Families may contact the learning specialist if they would like referrals for tutors or information about professionals who perform academic evaluations. The learning specialists will serve as liaisons between these outside professionals and the student's teachers.

The learning specialists also help teachers and principals implement thoughtful curriculum, improve teaching strategies and increase the level of differentiated instruction for all students.

Bullis learning specialists are also the primary contacts for students with documented learning disabilities. In order to serve our students with documented learning disabilities, Bullis provides reasonable accommodations. If accommodations are requested, parents are required to provide a copy of any psychoeducational, neuropsychological, speech/language or other evaluation to the learning specialist. All evaluations must be kept current, meaning they must not be more than three years old. The learning specialist will summarize and share the results of the academic testing with teachers and administrators and devise an educational plan that reflects the learning needs of the student. Bullis does not guarantee that all accommodations recommended in a testing document will be provided.

Available to any student on a drop-in basis or by appointment, Bullis learning specialists assist students with educational and learning issues that may arise. Often such issues have a direct impact on a student's academic experience. A learning specialist can help students to:

- Recognize their strengths and learn strategies to build academic skills.
- Grow as independent, empowered, life-long learners.
- Learn strategies for self-advocacy.

Counseling Services (Lower, Middle and Upper School)

Bullis counselors are available to all students to help them adjust to the developmental, social and emotional changes they may experience during their time at school. Our goal is to help students and their families navigate issues that may arise during childhood and adolescence. In order to help students achieve success in school, we are available to meet with them in-

dividually and/or through a teamwork approach with parents and teachers. Based on the social and emotional needs of the community, the counseling team also develops, organizes and facilitates educational programs for students, parents and faculty.

Available to any student on a drop-in basis or by appointment, Bullis counselors assist students with psychological, emotional or social issues that may arise. Often such issues have a direct impact on a student's academic experience. A counselor can help students to:

- Recognize their strengths and build self-esteem.
- Grow through the achievement of developmental milestones.
- Learn strategies for problem solving and decision making.
- Resolve conflicts productively.
- Cope with crisis situations.
- Improve interpersonal relationships and build social skills.

Parents may contact the counselor directly with specific concerns or with information about sources of stress that may arise in the life of any student. Counselors are available to families for consultation and referrals to outside consultants who specialize in the social and emotional growth of children.

Lower School Counseling: The Lower School counselor works with each homeroom on topics relating to the social and wellness curriculum (friendships, decision making, conflict resolution, wellness, nutrition, etc.), thereby supporting the work of the classroom teacher. Parents are also welcome to contact the principal with social/emotional concerns.

Middle and Upper School Counseling: In addition to the above, faculty may initiate contact with the principal or the counselor based on observations and interactions with a student.

Academic Center (Upper School)

In a time when we know more about a student's learning, learning styles, and best practices than ever before, the Bullis Academic Center, located in the Marriott Family Library, supports Upper School students and teachers to optimize a student's learning experience. The Academic Center is a hub for learning and achievement. Students are encouraged to spend study halls in the Center.

The Upper School learning specialists and a media specialist help oversee the Center. The coordinator of learning support services offers strategies to enhance the cognitive and academic performance of all students. Students

wishing to apply for accommodations on the SAT, ACT or other standardized tests should contact the coordinator of learning support services.

The Academic Center also houses a fully functioning Writing Lab staffed by a member of the English department for students who seek writing enrichment or help with various writing assignments. Math support is available as well. Bullis Student Tutors also operates out of the Academic Center, providing peer tutoring for the majority of our courses.

The Academic Center also has two state of the art digital media rooms for student projects, video conferencing, presentations and collaboration.

Student Tutors (Lower, Middle and Upper School): All Upper and Middle School students are invited to work with trained Upper School student tutors through the Bullis Student Tutors program that meets during study hall periods, enrichment blocks, and after school. Student tutors offer support through tutorial videos on class related topics that are designed by students for students. Bullis Student Tutors are selected through an application process and receive tutoring training. They have demonstrated a consistently high level of success in the areas they tutor. Lower School students may be invited to work with a student buddy tutor during non-academic times of the school day or during the Bullis Extended Day after school program based on availability of US students. Student tutors are volunteers; they are not available for hire off campus or outside of the school day.

Private Tutoring Program (Middle and Upper School): Bullis allows and oversees private tutoring services as a convenience for Bullis families in The Marriott Family Library to qualified tutors. Tutoring at Bullis is essentially a private arrangement between parent and tutor, with the School setting key parameters such as fees, time and meeting locations.

Parents must sign a consent form and release agreement before the first on-campus tutoring session. Tutors must be approved by the Upper School learning specialist before tutoring at Bullis. Bullis reserves the right to decline on-campus tutoring privileges to individuals based on lack of tutoring experience or subject area knowledge, or based on background information that creates a safety or security concern.

All meetings between tutors and students on the Bullis campus occur in The Marriott Family Library, which is available for tutoring sessions when one or more librarians are present. No tutoring occurs in the library before 8:00 a.m. or after 6:00 p.m. Tutors normally meet with students after school or during the student's study hall or extra instruction block. Other times, such as lunchtime, must be approved in advance by the learning

specialist for your child's division.

Parents are kindly requested to refrain from asking Bullis teachers to tutor students for compensation or outside of established school programs.

For more details concerning the Bullis on-campus tutoring program, please contact one of the learning specialists.

Private Music Lesson Program (Middle and Upper School): Middle and Upper School students participating in music ensembles or choruses are required to take weekly private music lessons from a teacher of their choice, in order to ensure sufficient progress in the student's instrumental or voice skills to support ensemble participation. For more information about this requirement, please contact any Bullis Middle or Upper School music teacher.

For the convenience of Bullis families in meeting the music lesson requirement, Bullis facilitates a number of private music teachers offering lessons in the Blair Center during and after the school day. As with the tutoring program, private music lessons at Bullis are essentially private arrangements between parent and the music teacher, with the School setting key parameters such as fees, time and meeting locations. Bullis reserves the right to decline on-campus lesson privileges to individuals based on lack of teaching experience or subject area knowledge, or based on background information that creates a safety or security concern.

Parents are kindly requested to refrain from asking Bullis teachers to provide private music lessons to students for compensation or outside of established school programs.

College Counseling

The College Counseling Program supports all Bullis students as they navigate the college admission process. The overall goal is to provide our students with the necessary tools to make good, informed decisions. Bullis wants each senior to get to the decision-phase of the process with options—options among a list of schools that fit his or her academic, social, athletic and extracurricular needs. Fit is the primary criterion for choosing a college. Bullis' college counselors are not driven by a manufactured list based on prestige or "name," but by the goal of helping each individual student find schools that are right for him or her. They strive to help students find places where they will be happy and productive throughout their entire college experience.

Bullis college counselors recognize that the college admission process must be a team effort in order to produce the best result for the student. Parents and counselors certainly should be a part of this team, but the student must play the central role. Parents assist, encourage and act as sounding boards; the counselor listens, recommends and serves as a vital resource for information, but when the student actively engages and takes ownership of the process, they benefit the most. Students who take charge actively seeking information and assistance fare best while learning a lot about themselves.

The counselors work closely with each student to help him or her:

- Fully embrace the self-examination that precedes the college search process;
- Locate and use high-quality resources;
- Ask provocative, informing questions;
- Write and speak about themselves with pride and confidence; and
- Make good, informed decisions.

The college counseling office has an abundance of resources (guidebooks, college publications, software and online information) available for students and parents. The office also maintains a link on the Bullis website with announcements about upcoming college visitors and standardized test dates.

Please refer to the College Counseling section of the Bullis website (under Academics) for in-depth information about college counseling and the college admission process at Bullis.

Bullis has adopted certain important policies for use in formulating an accurate assessment of a candidate's personal characteristics, for measuring these characteristics' relevance to college admission consideration and for determining whether a change in a student's status after the initial evaluation should be reported:

Assessing Personal Characteristics: The college counselors will write school evaluations for all Bullis students. They will present accurate, balanced appraisals of students' academic achievement, potential, character and personal contributions. Evaluations are primarily based on the relationships developed with students and supplemented by progress reports and discussions with faculty and administrators.

Relevance for College Admission Consideration: The relevance of character and conduct assessments are measured by the degree to which they have

affected an applicant's academic progress, the progress of others or the order and integrity upon which the school community depends. Any single violation of a major school rule or chronic pattern of lesser violations, therefore, may be relevant. Breaches of integrity, lying, cheating or plagiarism in the senior year will be communicated to colleges.

Significant Change in Status or Qualification: Significant changes in academic qualification are apparent to college admissions officers because they request trimester and final grades for the senior year as a matter of course. Bullis communicates any relevant change in the conduct of a student, and all cases of suspension, dismissal or withdrawal, to all colleges to which a student has applied, as required by the principles of the National Association of College Admissions Counselors, of which Bullis is a member.

Standardized Testing

Bullis sophomores and juniors are required to take the PSAT in the fall. Students are also encouraged to take the SAT I and II exams as well as the ACT exam when appropriate. We are a national test center for the ACT and offer it here twice a year (September and April), but do not offer the SATs on campus except for non-standard administrations. The College Counseling Office will advise about when best to take the exams, guide students through the registration process, as well as answer questions about test formats, scoring and what can be learned from results.

Please visit the College Counseling section of the Bullis website for more detailed information.

Daily Life

Attendance and Absences

Consistent daily attendance is vital to the academic and social development of Bullis students. Attendance is also directly linked to success in the classroom. Please follow the procedures below when a student will be absent from school. These procedures help us meet our responsibility to be cognizant of your child's whereabouts, and to ensure his or her safety.

Bullis follows the attendance policy of the State of Maryland, which defines the following as appropriate reasons for absence from school.

- Illness of the student
- Authorized out of school activity (at the discretion of the principal)
- Death in the immediate family
- Physical incapacity (documented)
- Mental incapacity (documented)
- Quarantine
- Court summons
- Violent storms
- State emergency
- Religious holiday

Bullis regards days or classes missed for the above reasons as excused absences, and any missed work may be made up for full credit. The principal may require a physician's note for continual absences due to illness. Mandatory suspensions from school for disciplinary purposes and non-payment of tuition will be considered excused absences.

We recommend that college visits take place during weekends, spring break and summer vacation between junior and senior years. Juniors are discouraged from visiting colleges while school is in session. For college visits, juniors and seniors are allowed (with advance notification given to the principal) to miss a combined total of six excused days of school for college visits. All missed assignments must be completed.

All other absences are considered unexcused absences.

Reporting an Unscheduled Absence

If a student will be absent and is unable to notify the school ahead of time, a parent or guardian must contact the student's division by 8:15 a.m. Please state the reason for the child's absence, and specifically inform us if the student has a contagious disease, such as chicken pox, pink eye or strep throat. If a student is not in class (first period for US) and no note or call has been received, the absence will be considered unexcused until the parent or guardian contacts the school.

- LS: Lower School Office at 301-634-3675
- MS: Middle School Office at 301-983-5742
- US: Upper School Attendance Hotline at 301-634-3630 or send an email to US_attendance@bullis.org

Reporting a Scheduled Absence

As the school provides ample vacation time in our calendar, any absences other than those listed in our policy are strongly discouraged. Please schedule routine appointments, vacations and college visits outside of school hours when possible. In the case of anticipated absences, parents must notify the school in writing one week in advance stating the reason for the absence and when it will occur.

- LS: Send a signed letter or email to the student's teacher and copy the LS administrative assistant.
- MS/US: Send a signed letter or email to the division office one week ahead of time. The student must pick up an Absence Notification Form from the administrative assistant, have the form signed by each teacher, and return it to the office for the principal's approval at least two days before the absence.

Unexcused Absences

When a student has an unexcused absence,

- LS teachers are not expected to provide homework or makeup opportunities for students who have missed assignments, quizzes or tests.
- MS teachers are not expected to "reteach" material missed. All homework, tests, quizzes and projects missed will be made up on the first day back in school. Tests and quizzes will generally be completed during a class period, but a student is not expected to take more than a total of three tests or quizzes on one day.
- US teachers are not expected to "reteach" material. US teachers

will provide makeup opportunities for students who have missed assignments, tests or quizzes during an acknowledged unexcused absence. However, students can only earn up to 80 percent credit for the assignment. Any student with an unexcused absence without notice (class cut) will not be eligible for 80 percent credit, and will receive 0 percent credit.

Bullis School encourages parents to support our effort to promote honesty and responsibility in our students and to support our attendance and lateness policy by being forthright and accurate in giving reasons for missed school and making sure that students only miss school for appropriate reasons.

Unexcused absences without notice from class, assembly, or meetings (cuts) are not permitted. For US, these offenses will result in Saturday morning detention and two disciplinary points. An egregious offense may result in more serious disciplinary action, including an appearance before the Conduct Review Board.

Unexcused absences without notice are unacceptable and may lead to serious disciplinary consequences. Students who miss school for false or misleading reasons, regardless of who supplied the reasons, appear before the Middle School principal or Upper School Conduct Review Board for participating in dishonesty and may lead to work detail, Saturday detention, probation or dismissal.

Absence and Credit

Excessive absences impede a student's ability to participate fully in the classroom environment. Students who are frequently absent from class will inevitably suffer academic consequences. Any student who attends 85 percent or less of class meetings (days for lower school students) will be denied credit for the course whether the absences are excused or unexcused and regardless of mathematical average. The student must submit a written petition to the division principal requesting credit and attend a meeting to discuss the requests. Three late arrivals count as a missed class under the 85 percent rule. School-sponsored trips, athletic contests and religious holidays will not be included when calculating the total number of absences.

Attendance Probation

Any student who misses 10 or more classes in one trimester will be placed on Attendance Probation. If a student is placed on Attendance Probation, arrangements must be made ahead of time with the assistant principal for all absences in the following trimester. Any senior on Attendance Probation in the third trimester will forfeit their exam exemption regardless

of mathematical average. School-sponsored trips, athletic contests and religious holidays will not be included when calculating the total number of absences.

Attendance Requirement for Participation in School Activities and Athletics

Participation in after-school activities requires school attendance. Any student who arrives after 10:00 a.m. or is absent for three complete or partial periods (hours for Lower School) in any day is not eligible to participate in any after-school student activity later that day. After-school activities include any student activity, program, practice or athletic contest. This policy is subject to the discretion of the Lower and Middle School principals and the Upper School assistant principal.

Arrival and Dismissal

The regular school schedule is:

	Regular Hours	Drop Off	Pick Up
Lower School	8:00 a.m. – 3:15 p.m.	7:45 – 8:00 a.m.	3:15 p.m. 3:30 p.m. for students with Middle School siblings and bus riders
Middle School	8:00 a.m. – 3:30 p.m.	7:45 – 8:00 a.m.	3:30 - 4:00 p.m.
Upper School	8:00 a.m. – 3:20 p.m.	7:45 – 8:00 a.m.	2:55 – 3:45 p.m. unless scheduled afterschool activity

For the safety and comfort of students, teachers and administrators greet students 15 minutes before classes begin. Bells ring at 7:55, signaling that students should head to the classrooms. Because arrival time is busy and focused on students and their instruction, please refrain from casual meetings with teachers. Instead, we encourage you to make appointments and send emails or write brief notes.

We provide a supervised pick-up in the afternoon. Students should only be collected in the designated carpool areas because other areas are unsafe. Lower and Middle School students are not permitted to walk to any other school building, to the fields, to the gym, or to the tennis bubble in hopes of meeting a parent or a sibling or to participate in an after-school activity. For more information on carpool and traffic see the section on “Driving on

Campus” in this handbook.

LS and MS Students are released only to authorized individuals. For safety reasons, Bullis does not release LS or MS students to services such as taxis, Uber or Lyft unless the divisional office has received written permission from a parent identifying a specific driver.

Parents should be aware that the school does not supervise and cannot be held responsible for students who arrive before drop off begins or after pick up ends. If a family emergency requires special consideration, please contact the divisional office. Any Lower or Middle School student not picked up on time will be escorted to The Library and enrolled as a “drop in” in the Extended Day program for a daily fee which is invoiced monthly by the Business Office. Parents arriving late to pick up will need to retrieve and sign out their child(ren) from this location. Please see the Extended Day section of this Handbook and the Extended Day website for more information.

Please try to make individual plans with your child before the school day begins to avoid anxiety and last-minute scheduling. Changes in carpool, bus or Extended Day plans should be communicated in advance and in writing to the divisional assistant (and your child’s homeroom teacher if in the Lower School), preferably at the start of the school day and no later than 12:00 p.m. to ensure the message can be delivered to your student in a timely fashion. Please note that it is often not possible to get last minute messages and transportation changes to your child. Please communicate with the transportation director in Facilities Services, who manages bus transportation, if necessary.

Early Dismissal

For scheduled dismissal before the end of a normal school day, a parent must phone or send a note in advance explaining the reason for leaving early. A parent or guardian must meet the student at the divisional office to sign out, except US students who may sign themselves out. Early dismissal will be marked excused or unexcused using the Attendance Policy Guidelines. Please refrain from picking up your child without advance notice as it is disruptive to your child and to the flow of the class.

If a student is injured or becomes sick while at school, he or she should see the school nurse. The school nurse will call a parent or guardian so the student may be picked up from the divisional office or health office. Students who become ill during the school day must see the nurse prior to leaving campus. In the case of a life-threatening situation, we immediately call the rescue squad at 911.

Lateness

If a student arrives at school late, he or she must check in at the divisional office and get a pass to be admitted to class. Lateness interferes with classes, is inconsiderate of others and is unsettling for the child. It also deprives the student of a wonderful social opportunity to visit with friends and begin the school day happy and relaxed. Please do everything you can to insure that your child arrives at school before the 7:55 a.m. bell and is in class by 8:00 a.m. Tardiness is reported on the official school report card, and letters sent to families reporting excessive tardiness become part of a student's permanent record. Lateness will be marked excused or unexcused using the Attendance Policy Guidelines.

Late to School Policy: Continual lateness is considered a serious conduct infraction subject to the following consequences:

- LS: Letter to parents
- MS: Detention, suspension from athletics and, if the behavior does not improve, a parent conference with the assistant principal and/ or the Middle school principal
- US: Detention, a parent conference with the dean of students and the Upper School principal and, if the behavior does not improve, an appearance before the CRB.

Late to Class Policy: If a student is late to class he or she must report to the divisional office for a late slip, or have a note from the prior teacher explaining the lateness. Continual lateness is considered a serious conduct infraction subject to the following consequences:

- LS: Letter to parents
- MS: If a student is late to class he or she will be issued a Blue Slip (see Middle School Conduct, Blue Slips and Lateness).
- US: Each late arrival after the third one may result in a one percent reduction in the student's trimester grade in that course. The teacher will fill out a Student Comportment Form to notify the student, the parents, the advisor and the principal that this academic consequence has been imposed. The maximum penalty in a course is the loss of five percent of the grade for that trimester. At that time, the principal must be informed before any further penalty is assessed, and a parent conference may be required.

Bus Transportation

Bullis offers daily bus transportation to most parts of the DC metropolitan area, as well as late activity bus service to selected neighborhoods. Detailed information and registration forms are posted on the school website by June of each year. Families receiving financial aid grants are eligible for discounts on bus transportation fees. Please contact the Transportation Department at 301-983-5718 for more information.

Extended Day Program

The Bullis Extended Day program provides students in grades kindergarten through eight a safe and enjoyable learning environment where they can eat a snack, relax, play and complete homework assignments in a supervised setting at the end of the school day. Whether or not you anticipate a need for Extended Day services, parents are asked to familiarize themselves with the program and understand its potential use by our lower/middle school students.

Extended Day special programs are also planned for select early dismissal and no-school days for Lower and Middle School.

All parents are requested to read and understand the Extended Day Policies and Procedures described below. If you have any questions, contact Roy Green, Extended Day Coordinator at roy_green@bullis.org or at 301-467-7396.

Extended Day Policies and Procedures

To ensure adequate supervision for all Bullis School LS/MS students after dismissal from the academic school day, **any student not picked up within 15 minutes will be escorted by a staff member to the Extended Day program.** These students will be signed in and the daily fee will be assessed to the parent.

Pick-Up Policy: To ensure your child's safety, and to comply with Maryland State regulations, **parents are required to walk in to the Marriott Family Library to sign out their child(ren).** Students are not permitted to exit the library unless accompanied by an authorized adult.

Late Pick-Up: Parents are requested to notify the Extended Day staff as soon as possible if they are running late. A late pick-up charge of \$2.00 per minute after 6:00 p.m., as noted on the clock of the sign-in/sign-out application software, will be assessed regardless of whether the Extended Day attendance is billable or not. Financial aid does not apply to late charges.

Riding the Activity Bus: Students attending Extended Day who are not authorized to ride an activity bus must be picked up and signed out by a parent or an authorized individual by 6:00 pm; after which time late charges will be assessed.

Music Students: Students taking a music lesson may attend the Extended Day program before/after the music lesson *at no charge*. If students are not picked up from their lesson, they will be escorted to Extended Day staff in the Marriott Family Library. They must be picked up and signed out by a parent or authorized individual from the Marriott Family Library or ride the appropriate 6:00 pm activity bus.

Middle School Athletics: Middle School students who are participating in an Athletics program who are not picked up at the conclusion of a game are automatically enrolled in Extended Day *at no charge*. They must be picked up and signed out by a parent or authorized individual from the Marriott Family Library or ride the appropriate 6:00 pm activity bus.

Tutoring in The Marriott Family Library: Students who are tutored in the Marriott Family Library after school must be picked up immediately following their tutoring session. If there is a delay, the tutor will sign the student in to Extended Day, and the parent will be assessed the daily fee. The student must be picked up and signed out by a parent or authorized individual or ride the appropriate 6:00 pm activity bus. This includes the Bullis Student Tutors program.

Daily Fee Structure

- Daily fee per student: \$25.00/day
- Late pick-up charge: \$2.00/minute
- Families receiving financial aid should contact the Business Office for more information.
- Extended Day fees are incidental charges which are incurred for actual attendance on a given day in the Extended Day program.
- Extended Day charges are invoiced monthly and sent to parents/legal guardians via email.

Lunch and Snacks

Lunch is provided daily and served family style in the dining hall in Founders Hall. All members of the school community are expected to be present

for lunch. Students may not leave campus for lunch. Students share the responsibility of serving and clearing tables.

For Lower School lunch, a teacher sits with each table. One day a week parents help monitor the lunchroom.

Weekly menus are posted on the Bullis website. In addition to the daily entree and side dish, a vegetarian alternative is offered. There is also an extensive salad and sandwich/bagel bar. Peanut butter and other allergens are kept separate from other foods. If your child has an allergy or special dietary requests, please inform the school nurse immediately. See also the Severe Allergies information in the Health and Safety section of this Handbook.

Snack is provided to all students each day. Snack consists of a variety of bread/cracker options and fresh fruit. You may send in a snack of your choice provided that it is healthy. No sweets or candy. Snacks may not be shared.

Vending machines are available to Middle School students before the academic day begins (8:00 a.m.) and after the academic day ends (3:30 p.m.). Upper School students may use the vending machines during the academic day but must ensure use does not impact classes (i.e. arrive to class on time and respect the teacher's expectation for food or drink in class).

Birthdays at School

Children are welcome to bring cupcakes or other small treats to class on their birthday! For planning purposes, please inform your child's homeroom teacher in advance (a note or email is fine), and remember to inquire about any food allergies so that all children can participate. Please include napkins, plates or any necessary utensils. Feel free to include juice boxes, but please do not send any sodas or containers of colored juice that can stain clothing or carpets. See also Severe Allergies (in this Handbook's Health and Safety section) before sending any food as a treat for the class.

Parents or a special adult friend are warmly invited to join a child for lunch on his or her birthday. If your child has a summer birthday, you may call or email your child's homeroom teacher and arrange to come on another day.

Birthday Parties and Invitations

Please do not ask your child or the teachers to distribute invitations to birthday parties at school, even if the whole class is invited. When planning a party, please include all the girls in the class or the homeroom, or all the

boys in the class or the homeroom, for we want to model inclusivity. If you are unable to include the above groups, please limit your Lower School party to only a very few (3 or 4) Bullis children or your Middle School party to less than half the grade.

Personal Property at Bullis

Because of the open nature of the Bullis campus, the school cannot be held responsible for loss or damage to personal property brought on campus. Theft and vandalism are uncommon at Bullis, but do happen occasionally. To avoid losses, please leave unnecessary items of value at home. Never leave valuables visible in a parked car, whether locked or not. Never leave portable electronic devices unattended in a backpack or handbag. Please be sure that all of your child's clothing and books are labeled with your child's name.

Lockers

All Middle School and Upper School students are assigned lockers and keys. Lockers and keys are school property. Keys should not be replicated. A replacement fee is charged to the student account for lost or damaged keys. Lockers should be kept neat and undamaged. No permanent decoration or tape of any kind is permitted, and students may be charged if stickers, posters or paint must be removed from the inside or outside of their lockers. Lockers should be locked at all times to protect personal property. The administration of the school reserves the right to search or inspect lockers.

In the Lower School, all students are assigned lockers without keys. Lower School students are not allowed to lock their lockers. Lockers are school property which must be kept neat and undamaged. No permanent decoration or tape of any kind is permitted, and students may be charged if stickers, posters or paint must be removed from the inside or outside of their lockers. The administration of the school reserves the right to search or inspect lockers.

Music Players

Music players and iPods should never be brought to school.

Headphones

Upper School students may use headphones with their laptops to listen to music during study halls, in the library, in The Commons and in the classroom at the teacher's discretion.

Middle School students may use headphones with their laptops to listen to

music during study halls and in the classroom at their teacher's discretion.

Cell Phones

Cell phone use is limited at Bullis because cell phones pose a threat to academic integrity, potentially hinder a student's ability to concentrate during class and impede the personal interactions we want to foster as a community. Cell phones should be turned off (not silent mode) except during approved times. If you need to reach your child during the school day, please contact the division office. Cell phones can only be used during academic classes as a teacher approved academic tool. If a cell phone is confiscated during a class, quiz, test or exam, the student may be subject to disciplinary consequences.

- LS: Students must keep cell phones in their backpacks during the school day.
- MS: Students must keep cell phones in their lockers during the school day. If a student violates the cell phone policy, the phone will be confiscated and only be returned to the child's parent or guardian. If a student violates the cell phone policy repeatedly, the student may be prohibited from bringing a cell phone to school at the discretion of the assistant principal or principal.
- US: Students must place cell phones at the front of the classroom at the start of each class. Students are allowed to check their phones during break (10:05-10:15) and when they leave the dining hall after lunch until their next class begins. During these approved times, students can send text messages but cannot make phone calls. Necessary phone calls should be made from the Upper School office. If seen and/or used outside of the acceptable time periods, cell phones will be immediately confiscated and returned to students or parents once a detention has been served. If a cell phone is confiscated during a class, quiz, test or exam, the student may be subject to more serious disciplinary consequences.

Books

Students use books they purchase and books that belong to the School, including textbooks and library books. Students are expected to maintain all books with care. Books belonging to Bullis are expected to be returned in good condition when the book is due or requested. The student account will be charged for the full replacement cost of lost or damaged books. Students should write their names in all books that are not library books. Students should consider not writing their names on the spines of books they might wish to re-sell at a future date. See also School Store section for purchasing books.

Library Books

All materials from The Marriott Family Library are circulated except reference resources, current magazines and reserved books. The circulation period for Middle and Upper Schools students is three weeks, and two weeks for Lower School students. Books are readily renewed unless another student needs them. A student may have five items on loan at any one time.

Students with overdue books may not check out any other materials. Reminder notices and letters are sent to students through faculty members, language arts teachers and advisors. If books are not returned in a timely manner, letters are sent home to parents informing them of the overdue status and the cost of replacement. Borrowing privileges may be suspended until the material is returned or the replacement cost is paid.

School Equipment Loaned to Students

In connection with particular classes, activities and sports, students at Bullis have opportunities from time to time to borrow school equipment, such as computers, athletic uniforms, musical instruments, or choir outfits. Depending on the nature and value of the equipment being loaned, students or parents are asked to sign a form acknowledging receipt and responsibility prior to being given the equipment. In all cases, the student and his/her parents are responsible for (1) taking proper care of the equipment while it is in their possession, and (2) returning the equipment promptly, without reminder, at the end of the trimester or activity. Parents of students not returning equipment within a reasonable period after the end of a trimester/activity will be responsible for paying the full replacement cost of the equipment, which will be added to their student account.

Lost and Found

Each major building at Bullis has a lost and found location, typically overseen by the office manager or division assistant for that building. If you believe you have lost a personal article at school, the Founders Hall receptionist can help connect you with the appropriate lost and found location manager(s). Because of the large number of lost and found items collected in a typical year, no notices are sent when an item is received in a lost and found location, except for items of extraordinary value, such as wallets or gemstones, in which case an email will be sent to the owner, if known. All lost and found items not claimed after 30 days will be donated to charity, given to the school's used book sale, or discarded, as appropriate.

Uniform

The uniform is an important part of Bullis School life. It reduces superficial

comparisons between people and emphasizes the common experience that we share as members of this school community. It contributes to a sense of campus decorum and simplicity. Abiding by uniform guidelines conveys a respect for others and for self that underlies the Bullis philosophy.

- Students are to be in uniform from the time they arrive at school until the end of the school day. At all times, students are expected to dress appropriately and within the spirit of the Bullis uniform. Modifications to the uniform for religious or health reasons must be requested through the appropriate division principal or the assistant principal in the Upper School. All clothing must fit properly and be neat, clean and in good repair.
- Boys and girls hair should be properly groomed, clean and neat (combed, braided or pulled back). Highlighting and other natural human hair colors are permitted. Extreme hairstyles inconsistent with the expectations of the Bullis uniform are not permitted. Any form of carving, spikes or mohawk is not permitted
- Boys are to be clean-shaven. Boys' hair should not fall below the top of the shirt collar. Boys may not wear hair ties.
- Lower and Middle School girls, and Upper School boys and girls may wear unobtrusive earrings. Boys in the Lower School or Middle School may not wear earrings. Students may not adorn their uniforms or bodies with unusual jewelry, accoutrements or piercings. Tattoos should be covered and not be visible.
- Students may not wear baseball hats or other non-religious head wear during the academic day. Students may wear winter hats outside during the winter months.
- Lower School students are frequently taken outdoors for recess and also lunch, library, art, Spanish and music. During winter, please send your child dressed warmly—warm jackets, mittens/gloves and hats.
- Students wearing clothing deemed to be in violation of the Bullis uniform will not be permitted to attend class and may be penalized, disciplined or sent home to change. When a teacher confronts a student to correct a dress code violation, the student is expected to comply immediately. Questions regarding interpretation may be discussed at a later time.
- Students not in uniform for school pictures will not be allowed to have their picture taken, and if upon review a student is out of uniform in a yearbook photo, their picture may be omitted from the yearbook.

The Bullis uniform varies somewhat by division. Specific requirements are as follows:

Uniform Item	All Divisions	Variations by Division
Shirt	<ul style="list-style-type: none"> • Solid white or light blue short- or long-sleeved button-down Oxford shirt, tucked in at all times. • Necktie required for boys wearing Oxford shirt— one of two Bullis ties. Top button must be buttoned. • One-button rule applies for girls (all but one button at the top must be buttoned). 	<ul style="list-style-type: none"> • LS girls may wear navy or white turtlenecks with jumpers. • Kindergarten – second grade boys and girls wear navy or white long sleeved polo shirts (no ties for boys) • Seniors may wear navy or white turtlenecks.
Warm Weather Alternative Shirt (Sept., Oct., Apr., May, June)	<ul style="list-style-type: none"> • Solid white or navy short- or long-sleeved pique polo shirt with two- or three-button placket and banded sleeves. No cap sleeves. Shirts must be tucked in at all times. No tie. • Solid (no logos) short-sleeved undershirts visible only at the neck (optional). No turtlenecks or long-sleeved undershirts. • Small brand insignias are acceptable, but no worded advertisements except for Bullis polos. • One-button rule applies for all students. 	<ul style="list-style-type: none"> • US: Solid yellow polo also permitted.

Uniform Item	All Divisions	Variations by Division
Blazer, Sweater or Fleece (optional)	<ul style="list-style-type: none"> • Navy blazer or solid navy or gray sweater (no turtleneck or hooded sweaters). • Jackets may be worn between buildings but removed before entering classrooms. Zipped or hooded sweatshirts are not considered jackets. • Bullis-approved crewneck sweatshirts, sold at the School Store, is the only sweatshirt permitted during the academic day. • The navy or gray, Bullis-approved fleece, sold at the School Store, may be worn throughout the academic day. The quarter zip should be left down. 	<ul style="list-style-type: none"> • LS: Solid navy or gray sweater vests are permitted. • US: Solid yellow or white sweater also permitted. • US: Jackets may not be worn during the academic day except during inclement weather. Students should place jackets in their locker upon arriving on campus.
Pants	<ul style="list-style-type: none"> • Navy, khaki or gray plain-front or pleated (boot cut or straight leg) dockers/chino style pants worn at the waist. • Belts must be worn if pants have belt loops but must not be worn without belt loops. • No external pockets, no rivets, no stretch or tight fitting pants; no cargo, capri or jean-style pants, or pants with elastic at the waist or ankle. 	<ul style="list-style-type: none"> • LS: No belts for K-2 • LS: May wear pants with elastic waistband and ankle bands.
Warm Weather Alternative Pants (Sept., Oct., Apr., May, June)		<ul style="list-style-type: none"> • LS: May wear khaki-colored walking shorts (long shorts with belt loops). Shorts must be no shorter than four inches above the knee.

Uniform Item	All Divisions	Variations by Division
Girl's Skirt	<ul style="list-style-type: none"> • Bullis plaid skirt or kilt, no shorter than four inches above the knee. Items worn under the skirt must not be visible. 	<ul style="list-style-type: none"> • LS: K-2 wear Bullis plaid jumper. • MS: Tights must be worn with skirts in the winter.
Socks or Tights	<ul style="list-style-type: none"> • Socks (or tights/leggings for girls) must be worn at all times. • Any socks may be worn with pants. • Socks or tights worn with skirts or shorts must be solid white, gray or navy, or be Bullis socks sold through the Bullis School Store. • Tights and leggings cannot be patterned and must be made of a single, uniformly colored material • Tights or leggings must be worn with skirts during cold weather months. 	<ul style="list-style-type: none"> • US: any socks may be worn
Shoes	<ul style="list-style-type: none"> • Solid brown or black leather dress shoes with closed toes and closed heels. No platform shoes or slipper shoes. • All laced shoes must be tied, and pant legs must be worn over the shoe. • No boots. 	<ul style="list-style-type: none"> • LS and MS: Heels one inch or lower. Any stripes or logos must be the exact color of the shoe. • LS: Black leather tennis shoes, including soles and trim, are acceptable, but only black, with no other color logos, laces, stripes, etc.

Uniform Item	All Divisions	Variations by Division
Shoes (continued)		<ul style="list-style-type: none"> • US: Shoe waivers are granted each trimester with required medical documentation. Only solid navy or black shoes are permitted.

The Bullis School Store carries Bullis ties, skirts, socks, and uniform-approved polos and sweatshirts.

New girls' skirts, kilts and jumpers are available at:

- **Beyda's Lad & Lassie Shop**, 5444 Westbard Ave., Bethesda, MD, (at Ridgefield Road), 301-656-2026
- **Risse Brothers**, 5112 Berwyn Road, College Park, MD 20840, 301-220-1987, www.rissebrothers.com
- **Flynn and O'Hara**, 5210 Randolph Road, Rockville MD 20852, Rockville, MD 20851, 301-838-8958, www.flynnohara.com
- **Gorman's Garments and Gear** (formerly Embroidery Express), 3333 Olney-Sandy Spring Road, Suite 001, Olney, MD 20832, 301-774-4322, www.gormansgg.com

Lands End is a resource for uniform polos, oxfords, pants and shorts for Lower School:

- **Lands End**, www.landsend.com/school. The school's code is 9001-2394-4, 1-800-469-2222

Fundraisers at Bullis

Bullis encourages all parents to support its two major annual fundraising efforts: the Annual Fund and the Gala. Parental support is also encouraged during capital campaigns. However, there are occasions when it is necessary and appropriate to raise money for classes, community service initiatives, teams and clubs to defray expenses not covered through our activity or operational budgets. These fundraisers aim to promote unity and spirit by creating opportunities for students, teachers and parents to work together to accomplish the goals at hand.

All fundraising efforts need to be registered in advance with the Advancement Office. Those with a goal of \$1,000 or more are reviewed on a case-by-case basis to determine if appropriate and where they best fit into the calendar. These larger fundraisers must be registered by October 1 of the school year in which the funds will be solicited.

The Advancement Office is responsible for maintaining a calendar of all Bullis-related fundraising in order to ensure that each group's endeavors have the opportunity to succeed while protecting the Bullis community from over-solicitation.

Some fundraising policies to keep in mind:

- Bullis School does not endorse or support students selling products door-to-door.
- Bake sales and snack sales should occur before school, during break and/or after school. Each activity needs approval of the applicable principal and must have a faculty sponsor. All food sales must follow Bullis safety protocols for severe allergies.
- Fundraisers may post items in the Bullis Connection for two weeks prior to an event.

The Advancement Office welcomes the opportunity to work with parents who wish to plan fundraisers at Bullis. Please contact the office at 301-983-5709.

Parent Involvement and Support

There are a wide variety of opportunities for parents to support Bullis. This section describes a few of the most important. Parents are also encouraged to read the Guide to Getting Involved at Bullis, available on the Bullis website under the Parents tab.

Parents Association

The Bullis Parents Association is committed to developing and strengthening the family-school partnership in order to enhance the education and experience of all Bullis students and to build a strong community. Every parent of a Bullis student is a member of the Parents Association.

The Parents Association Board is composed of parent volunteers, including officers, committee chairs and grade level coordinators. The president of the Parents Association is an ex-officio member of the Board of Trustees.

Parents Association Board meetings are generally held once a month during the school year. The meetings are listed on the Bullis website under the Parents tab. The Parents Association supports the school community by:

- Publishing a monthly Parents Association newsletter
- Welcoming and helping to orient new families to the Bullis community
- Working with the principals and class advisors to plan and support meaningful community service activities
- Supporting the Annual Fund and the Gala
- Supporting educational forums for parents and students to address issues of concern to the School
- Sponsoring activities designed to celebrate the School's cultural diversity
- Coordinating faculty appreciation days and sponsoring special events for Bullis faculty and staff
- Awarding faculty enrichment grants to bring new programs and resources to the Bullis community
- Coordinating opportunities for parents to become better acquainted, with the goal of building community at the grade level
- Promoting school spirit at athletic events and activities
- Participating in the Parents' Council of Washington, a consortium of 50 area independent schools

For additional information about getting involved with the Parents Association, see the Parents tab on the Bullis website, or contact the president of the Parents Association.

Bullis Annual Fund

Contributions to the Annual Fund are used for the current operating

expenses of our academic, athletic, artistic and extracurricular programs. Because the cost of a Bullis education exceeds tuition, the Annual Fund is vital in helping to make up this difference. While capital and endowment gifts secure the future of the School, the Annual Fund provides for current needs and the School's excellence today. Throughout the year, Annual Fund gifts from current parents, alumni, grandparents, alumni parents, faculty, staff and friends positively benefit our student body. Information regarding the various ways to give to the Annual Fund are distributed in the fall and are detailed in the Support section of the website.

The School's goal is to have every parent make a meaningful gift to the Annual Fund. Along with many other parents, you can participate in the Annual Fund as both a supportive donor and a volunteer. If you have any questions, please feel free to call our Advancement Office at 301-983-5709.

Bullis Gala

The Gala is the School's largest annual fundraising event. Proceeds from the Gala help fund faculty professional development, student financial aid and selected facility improvements that benefit all Bullis students. The support generated at this event helps the School attract and retain the best teachers and assist worthy students who would otherwise not be able to attend Bullis.

Parent volunteers work in partnership with the Advancement Office to produce the Gala. Although the format may change from year to year, this all-school event includes silent and live auctions, as well as a festive evening featuring dinner and the chance to socialize with parents, faculty, staff, grandparents, alumni, alumni parents and friends.

Parent volunteers support the Gala by soliciting and donating auction items, advertisements for the catalog and sponsorships. Whether you serve as a Gala volunteer or attend the Gala, participation by all Bullis parents is very important to ensuring that the School can provide the best for our teachers and students.

To lend your support to the Gala, please contact our events manager in the Advancement Office at 301-983-5739. More information on the Gala can be found on the Bullis website under the Support tab.

Other Volunteer Opportunities

Many activities and projects during the year are parent supported, especially our community service efforts and our class parties. Parent volunteers enrich the Bullis community by participating actively in campus life, and

we hope that each parent finds a way to support the classroom and its activities throughout the year. In the Lower School, each grade level has room parents who organize the beginning-of-the-year party and serve as the main grade level organizers, soliciting other parent volunteers through sign-up sheets and phone calls.

To arrange other volunteer activities, please contact your child's teacher, principal or other appropriate staff directly. All volunteers must be supervised by responsible staff who ensure that activities meet Bullis priorities and policies, including our safety and health policies. In keeping with expectations for students, volunteers are requested to wear "business casual" attire in classroom areas and similarly modest and appropriate clothing for other areas of the campus.

School Store

The Bullis School Store located on the ground floor of Founders Hall is your one-stop shop for school spirit gifts, uniforms, school supplies, book bags, athletic bags, tumblers and much more. In addition to paying with cash and credit cards, students can charge items to their school account, which is invoiced monthly to parents/guardians via email by the Business Office. Parents can also go online through the Bullis website to view or purchase additional clothing styles.

School Store Return Policy

The School Store takes back any unworn merchandise with the original tags within sixty days of purchase. If the original transaction was paid with cash or credit card, a receipt is required.

Textbooks

All students who use textbooks that belong to Bullis are responsible for their care and are expected to return them in good condition when requested; otherwise, the student account will be charged for the full replacement cost of the lost or damaged book. Lost books are turned in to the divisional office.

Lower School: The cost of most Lower School books is included in tuition. Students receive books in their classroom during the first week or two of school. Lower School teachers may occasionally ask your child to get a special book from a library or bookstore.

Middle School and Upper School: In most courses, families are responsible for purchasing and caring for their own books. Students should write their

names inside the front cover of every book and should not consider writing their names on the spines of books they might wish to re-sell at a future date. As a convenience for families, Bullis offers Middle and Upper School course books online through its partnership with MBS, which offers a variety of options to purchase new or used books, sell back books, and rent books. Bullis families are notified in the summer via email from the School Store when the Bullis online book store is open for purchases. At the end of each school year, the Store also collects books that families have chosen to sell back to MBS. Please contact the School Store with any questions about this service.

Student Visitors

Students who have applied to Bullis may arrange campus visits through the Admission Office; otherwise, students from other schools are not permitted on campus during the school day without approval of the principal.

Student Records

Bullis creates, maintains and receives a variety of student records to administer its programs. Generally speaking, educational records are the property of Bullis and are considered confidential information, which may be shared with staff on a need-to-know basis. The school nurse maintains immunization and health records separately from other educational records.

Both parents, custodial and noncustodial, have equal access rights to the student records of their children unless Bullis has received a copy of a court order or decree indicating otherwise.

Records concerning individual students will not be released to third parties without an appropriate authorization to release, except as provided in this section, required by law, or when a significant change in the student's status or qualification occurs after Bullis provides admissions information to a college or scholarship agency. Authorization to release records must be in writing and signed by a parent with legal custody or legal guardian and the student, if the student has turned 18.

If a student's account for tuition, fees or incidentals is in arrears, a hold is placed on the student's account. With very limited exceptions, requests to release records will not be fulfilled until all financial obligations are brought current.

Directory Information

Bullis publishes an annual school directory of enrolled families to facilitate

communication and community building within the Bullis community. The directory should not be shared outside the community or be used for commercial or solicitation purposes. The directory includes student and parent/guardian names, address(es), email addresses, telephone listings and the student's grade/anticipated date of graduation. If you do not wish to be included in the directory or you wish to update your directory information, please contact the registrar.

Bullis publishes an annual graduation program. After graduation, Bullis provides a student's date of graduation, if any, upon written request without additional consent unless the student has requested in writing to the registrar that the date not be released.

Athletics and Activity Information

Information about a student's participation in officially recognized activities is provided by Bullis without additional consent in connection with athletics, public performances, awards and service projects. This information varies and can include name, grade, and weight and height of members of athletic teams, and other information relevant to eligibility or participation.

Transcripts

A student's parent or guardian must provide written authorization before the school will release any transcript. All transcript requests should be directed to the registrar via a letter or email asking that transcript(s) be sent to selected institutions, except for college-related requests, which should be directed to the College Counseling Office. College-related transcript requests include, but are not limited to, college applications, athletic recruiting, summer programs, internships, scholarships, ROTC and NCAA. For the convenience of parents of rising seniors and athletes who are likely to send multiple transcripts in preparation for college, a blanket transcript authorization form is provided to all rising seniors and to athletes upon request. The blanket transcript authorization permits authorized parties other than the parent to request and receive transcripts, as otherwise allowed under the school's policies.

Official transcripts, including final transcripts after a student leaves Bullis, are only sent if the student account is paid in full for the year. Unofficial transcripts will be sent only if the student's account is current, with the exception that unofficial transcripts will be sent with college applications for enrolled seniors regardless of account balance.

Please allow 48 hours for transcripts to be sent out.

Letters of Recommendation

College counselors, teachers, advisors and coaches are often approached by students to write letters of recommendation or share information with colleges or scholarship agencies. With the exception of the student's official transcript, Bullis considers all statements made or released by Bullis as confidential and requests that students and their parents permanently waive any rights they may have to review their contents at any time unless otherwise noted on the Recommendation Agreement Form. Students should be aware that the Common Application and most other college applications request their own waiver forms and that some colleges choose to disregard letters submitted without a waiver.

Financial Information

Contact the Business Office for records about the student account. Financial records will only be released to a parent with legal custody unless that parent/guardian signed the enrollment contract or made the payment in question. Detailed information about one parent's financial standing with the school is not released to other parties without consent or a valid court order.

Child Custody Policy

Bullis will honor all current court orders, decrees or instructions pertaining to custody situations. It is the responsibility of adults having custody of a student to submit to the registrar a certified copy of the most recent court order or decree.

In sole custody situations, the custodial parent has the right to determine the child's education unless the custody decree provides otherwise. Where parents share joint legal custody, neither parent's rights are superior with regard to determining the child's education unless specified otherwise by the court or parents in the final judgment or order.

Both parents, custodial and noncustodial, have equal access rights to the student records of their children unless Bullis has received a copy of a court order or decree indicating otherwise.

Bullis will not act merely on the desire of one parent to prevent the other parent from seeing a student's records.

Character and Conduct

Statement on Bullying and Harassment

Bullis School is committed to giving each member of the school community the full measure of dignity and respect to which he or she is entitled. Diverse religious, ethnic, racial, economic and cultural backgrounds, sexual orientations and gender identities, as well as different learning styles and abilities, are represented within the student body and faculty, staff and administration.

Bullis strives to create and maintain a caring and safe learning and teaching environment in which everyone can learn and develop to his or her fullest potential without feeling fear or intimidation. To this end, our school community will not tolerate bullying or harassment. We consider unacceptable all forms of bullying, which we define as a repeated conscious, willful, malicious and/or deliberate activity that excludes, harms, induces fear, threatens further aggression, or creates terror. Furthermore, we will not allow harassment of any sort based on race, color, sex, sexual orientation, gender identity, national origin, religion, age, physical ability, economic status, personal qualities or learning differences. We define harassment, which can be intentional or unintentional, as unwelcome, harmful behavior based on a personal characteristic of the person harassed. Unacceptable behavior, whether involving bullying or harassment, includes, but is not limited to, verbal abuse, physical bullying/harassment or the threat of physical bullying/harassment, gossip, and the use of technology (including but not limited to the Internet, cell phones, email, instant messaging, iChat, blogging, websites and photography) which affects any member of the community's comfort level, behavior or performance in school.

Any student who believes that he or she has been the target of bullying or harassment or has witnessed the bullying or harassment of another student by any member of the school community should contact his or her classroom teacher, counselor, advisor, assistant principal or principal.

All instances of bullying or harassment are subject to disciplinary action.

- LS: At the discretion of the principal
- MS: At the discretion of the assistant principal of student life or principal, including but not limited to, an appearance before the Administrative Review Board.
- US: At the discretion of the assistant principal, including, but not limited to, an appearance before the Conduct Review Board or Administrative Review Board.

Lower School Student Conduct

Day-to-day rules are needed in any community to set identifiable standards and to ensure fair treatment of community members. The basic rules at Bullis are supported by traditional conduct systems designed to meet the educational needs of all students. A good conduct system is educative, not punitive. Our goal in both personal discipline and academic discipline is to help students understand that behavior is a choice and that all choices have consequences. The basic principle underneath this system is respect: of self; of others and their backgrounds, beliefs and opinions; of property; and of the learning environment. Lower School students are guided by the Bullis Honor Code and will be asked to treat one another politely and with respect. Poor judgment in choice of words will be treated as seriously as poor judgment in choice of actions.

In the Lower School, faculty members are responsible for daily classroom discipline. If a child is not meeting the expectations of the class, the teacher will speak privately with the student to ensure the expectations have been clearly communicated. When a child has difficulties, teachers call the parent or guardian to communicate the problem and enlist support. If a child continues to struggle, the principal will call a conference with the child's parents and the teacher, and logical consequences will be considered. In very rare cases, immediate suspension or dismissal is warranted. This includes, but is not limited to, willful defiance, physically or mentally harming another student, or possessing, brandishing or using a weapon.

The principal handles unexcused absences, excessive tardiness, habitual uniform violations and serious or continuous infractions of the classroom contract. The principal encourages appropriate behavior through a variety of methods, including communication with parents, teachers and students.

No gum or candy is permitted in the Lower School.

Middle School Student Conduct

Day-to-day rules are needed in any community to set identifiable standards and to ensure fair treatment of community members. The basic rules at Bullis are supported by traditional conduct systems designed to meet educational needs of Lower, Middle and Upper School students. A good conduct system is educative, not punitive; therefore, our aim in personal discipline, as in academic discipline, is to help students understand that their choices in behavior have consequences.

In the Middle School, instructional staff members are responsible for daily classroom discipline. The Middle School assistant principal of student life

handles unexcused absences, excessive tardiness, dress code violations and minor infractions of school rules. The principal handles any serious infractions of school rules. The assistant principal of student life and the principal encourage appropriate behavior through a variety of methods, including communication with parents, teachers and students. Disciplinary actions range from warnings and after-school detentions to probation, suspension and dismissal.

Students are encouraged to take action whenever they observe a peer in an improper or wrongful act. It is possible to bring an incident to the attention of the assistant principal or staff member in confidentiality if the student makes that intention clear from the start.

Middle School Blue Slips and Detention

Blue Slips are used to notify students when they display a lapse in judgment or develop a pattern of poor behavior. It is the student's responsibility to share the Blue Slip with their parents. Blue Slips emphasize behavior, attendance and honor code infractions and serve to initiate a disciplinary response. After earning a set number of Blue Slips, students will face the following consequences:

- Five Blue Slips: 3:30 p.m. detention
- Eight Blue Slips: 3:30 p.m. detention
- 10 Blue Slips: 3:30 p.m. detention
- 12 Blue Slips: Saturday detention
- 14 Blue Slips: Saturday detention and a meeting with assistant principal of student life and Middle School principal to discuss further consequences
- 15 Blue Slips: Administrative Review Board

Detention is held Monday, Tuesday, Wednesday and Thursday afternoons from 3:30 to 4:30 p.m. The assistant principal determines the exact time of Saturday morning detention. Detentions take priority over all other school events with the exception of games or performances, and an unexcused absence from a detention will be treated as an unauthorized absence. Students begin each trimester with zero Blue Slips.

In addition to the Blue Slip system, students may be placed in a detention by the assistant principal of student life for any of the following reasons: an unauthorized absence; excessive absences; or a rule infraction deemed egregious by the assistant principal. A student may receive more than one detention for a single infraction at the discretion of the assistant principal.

Immediate Suspension or Dismissal

Any physical, spoken or written act of abuse, violence, harassment, intimidation, extortion; any vulgar or profane language or any remarks of a personally destructive nature; or any restriction or prevention of free movement of an individual are unacceptable. Whether the act is deliberate or unintentional, this prohibition applies to acts directed toward an individual or group regarding race, color, creed, national origin, sex, sexual orientation, physical appearance, physical or mental disability, political or religious ideology.

A student may be suspended or dismissed immediately for any of the following offenses:

- Possessing, using or selling alcohol or illegal drugs on campus or during a school-sponsored event, including being present at school or school activities while under the influence of alcohol or illegal drugs
- Possessing, brandishing or using a weapon on campus
- Possession/use of fireworks or explosives
- Taking any action that may be judged prejudicial to Bullis school, whether at school or elsewhere, or bringing discredit or embarrassment to the School through inappropriate behavior
- Lapses in integrity such as lying, cheating or plagiarizing and especially lying, deceiving or concealing to avoid disciplinary or academic consequences (Note especially “Bullis School Code of Academic Honesty”)
- Stealing or vandalizing
- Abusing, harassing, deliberately intimidating or physically harming another person or displaying any form of racial, ethnic, sexual or religious prejudice
- Using threatening or inappropriate language about another student on the Internet.
- Displaying disrespect to members of faculty and staff.

Administrative Review Board

The Middle School Administrative Review Board consists of the principal, assistant principal of student life, grade level coordinator and other middle school personnel as appropriate. The Administrative Review Board recommends consequences for conduct including lapses in integrity, bullying, harassment, excessive absences or tardiness, accrual of nine or more Blue

Slips, and all egregious misconduct.

The function of this board is to help a student who has breached community expectations to understand the poor decision he or she has made and to think about ways to make better decisions in the future; the board also serves to recommend appropriate consequences to the principal. It should be noted that the Administrative Review Board is a recommending body only, and its recommendations are not binding. In some situations, the principal may choose to suspend a student for one or more academic days in order to arrange an Administrative Review Board meeting. The principal, taking into consideration an Administrative Review Board recommendation, determines disciplinary consequences.

Tobacco

Smoking, chewing or possessing tobacco products or any type of vaping device on campus or at school-sponsored events is against Bullis policy and is subject to disciplinary action.

Gum and Candy

No gum or candy is permitted in the Middle School.

Upper School Student Conduct

Each Bullis student is expected to be honest and courteous, to show respect for the rights and opinions of others and to conduct himself or herself as a good community member. This often means going beyond a simple commitment to abide by stated rules. In all situations—on or off campus—Bullis students are to display the good judgment, behavior and attitude that are cornerstones of constructive relationships with others and that reflect positively on the entire school community. Bullis students are to abide by the Honor Code at all times.

Day-to-day rules are needed in any community to set identifiable standards and to ensure fair treatment of community members. The basic rules at Bullis are supported by traditional conduct systems designed to meet the educational needs of Upper School students. A good conduct system is educative, not solely punitive. Our aim in personal discipline, as in academic discipline, is to help students understand that their choices in behavior have consequences. To this end, Bullis seeks to provide students both formal and informal guidance on attendance, academics, athletics, extracurricular, network use and other day-to-day rules and expectations. No policy can address every conceivable situation, therefore Bullis utilizes a range of interventions as determined necessary to meet the needs of students and the community.

In the Upper School, students have greater responsibility for their conduct. Every student should evaluate his or her behavior as a member of a learning community. Faculty hold and enforce expectations for appropriate behavior in their classes and throughout the school day. The assistant principal handles problems dealing with excessive tardiness, repeated dress code problems and serious or continued rule infractions.

Students are encouraged to take action whenever they observe a peer in an improper or wrongful act. It is possible to bring an incident to the attention of a faculty or staff member in confidentiality if the student makes that intention clear from the start.

Bullis reserves the right to immediately suspend or dismiss a student for serious conduct which compromises health or safety or for taking any action that may be judged prejudicial to the School, whether at school or elsewhere, that brings discredit or embarrassment to the School.

Upper School Student Comportment Forms

Student Comportment Forms (SCF) are used to notify students when they display a lapse in judgment or develop a pattern of poor behavior. Copies of the SCF are distributed to a student's advisor and the principal through Bullis email. It is the student's responsibility to share the SCF with their parents. SCFs emphasize behavior, attendance and honor code infractions. The SCF serves to initiate a disciplinary response. At the discretion of the assistant principal a comportment form may result in a warning, detention or an appearance before the Conduct Review Board. Students who are assigned to after-school detentions may be required to miss all or a portion of their after-school activities at the discretion of the assistant principal.

Upper School Point System and Detention

The Upper School follows a point system to monitor uniform violations, lateness, and truancy. Students will earn one point for each dress code infraction and for each tardy, as well as two points for each unauthorized absence. After earning a set number of points, students will face the following consequences:

- 5 points: 3:00 p.m. detention
- 8 points: 3:00 p.m. detention
- 10 points: 3:00 p.m. detention
- 12 points: Saturday detention
- 14 points: Saturday detention and a meeting with assistant principal and Upper School principal to discuss further consequences

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- 15 points: Conduct Review Board or Administrative Review Board

Detention is held Monday, Wednesday, Thursday and Friday afternoons from 3:00 to 4:00 p.m. The exact time of Saturday morning detention is determined by the assistant principal. Detentions take priority over all other school events with the exception of games or performances, and an unexcused absence from a detention will be treated as an unauthorized absence. Students begin each trimester with zero points.

In addition to the point system, students may be placed in a detention by the assistant principal after receiving a comportment form for any of the following reasons: an unauthorized absence; excessive absences; or a rule infraction deemed egregious by the assistant principal. A student may receive more than one detention for a single comportment form at the discretion of the assistant principal.

Immediate Suspension or Dismissal

Bullis may administratively suspend or dismiss a student immediately for any of the following offenses:

- Possessing, using or selling alcohol or illegal drugs on campus or during a school-sponsored event, including being present at school or school activities while under the influence of alcohol or illegal drugs (1)
- Possessing, brandishing or using a weapon on campus
- Possession/use of fireworks or explosives
- Taking any action that may be judged prejudicial to the School, whether at school or elsewhere, that brings discredit or embarrassment to the School (2)
- Lapses in integrity such as lying, misrepresenting, cheating or plagiarizing
- Stealing
- Vandalizing
- Sexual misconduct
- Abusing, harassing, intimidating, bullying, or physically harming another person
- Displaying any form of racial, ethnic, sexual or religious prejudice
- Displaying gross disrespect to members of faculty and staff
- Other disruption to the educational environment

(1) Determination of whether a student is under the influence of alcohol or illegal drugs will be made by one of the following means: direct observation by school representatives, testimony of witnesses or use of a breathalyzer device. Bullis reserves the right to use a breathalyzer at school events if there are suspicions that a student is under the influence of alcohol. If a student is suspected of drinking, he or she will be removed from the event, and, in a private space, may be asked to take a breathalyzer test. If the test reveals that a student has been drinking, the student's parents will be called to take the child home, and he or she will face disciplinary consequences.

(2) A private party held off campus is not a school-sponsored event. The school cannot be responsible for supervision or enforcement of its rules on substance use at private parties. Supervision and enforcement at such events is the responsibility of parents and police. Bullis reserves the right to take disciplinary action, however, when a student's actions or conduct at a private party or anywhere else bring discredit to the School. Examples would be vandalism, property damage, violence or illegal behavior that gives rise to a medical emergency or a police response. The host of a private party where such behavior occurs, as well as other involved students, will be subject to disciplinary action if the matter comes to the attention of the School.

If a student is caught under the influence of drugs or alcohol at a school event or if the Bullis administration becomes aware of a confirmed instance of drugs or alcohol use at an off-campus party, the School will implement the following consequences:

1. The student must undergo a medical evaluation at a Bullis-sanctioned treatment program at the family's expense.
2. The student must enroll in a drug and alcohol program recommended through the medical evaluation.
3. The student must successfully complete the program.
4. There must be open communication between the program and Bullis.

A student will be forced to withdraw from Bullis if he or she does not successfully complete the program or if there is another instance of drug or alcohol use during his or her time at Bullis.

Hearing Officer

At all times the assistant principal has the option of referring a student to

a Hearing Officer who will determine disciplinary consequences. Referral is typically made for conduct which grossly violates Bullis expectations (including, but not limited to, conduct for which the school may immediately suspend or dismiss the student), conduct which is outside the purview of the Conduct Review Board or Administrative Review Board, or for conduct which violates a previously-imposed term of warning or probation. The Hearing Officer is the assistant head of school, or designee. A decision by the Hearing Officer, or designee, to impose disciplinary consequences (except dismissal) is final. A decision by the Hearing Officer to dismiss a student is subject to review by the Head of School, if requested.

Conduct Review Board

An Upper School Conduct Review Board composed of faculty and students recommends consequences for conduct involving lapses in integrity, bullying, and accrual of 15 or more points. Appearing before the Conduct Review Board should be considered a serious institutional response, which can affect a student's standing in the community. The function of this board is to help a student who has breached community expectations to understand the poor decision he or she has made and to think about ways to make better decisions in the future; the board also serves to recommend appropriate consequences to the principal. It should be noted that the Conduct Review Board is a recommending body only, and its recommendations are not binding. In some situations, the principal may choose to suspend a student for one or more academic days in order to arrange a Conduct Review Board meeting.

The principal, taking into consideration a Conduct Review Board recommendation, determines disciplinary consequences. One common consequence is that a student is placed on disciplinary probation. Being placed on probation is a serious change in status for a student. It means that unless behavior changes, or if there is another serious infraction while on probation, the student may be dismissed from school. If a student's behavior substantially disrupts the educational environment, the Conduct Review Board would then consider whether to recommend suspension or expulsion to the principal, who may accept, decline, or change the recommendation. A decision by the principal to suspend a student is final.

Administrative Review Board

An Upper School Administrative Review Board is available as an alternative to the Upper School Conduct Review Board upon request of either the student or the assistant principal. The Administrative Review Board consists of the assistant principal, moderator, principal, and a fourth adult member of the Bullis community designated by the principal. Like the

Conduct Review Board, the Administrative Review Board recommends consequences for conduct including lapses in integrity, bullying, harassment, and accrual of 15 or more points. The Administrative Review Board reviews all sexual misconduct. The function of this board is to help a student who has breached community expectations to understand the poor decision he or she has made and to think about ways to make better decisions in the future; the board also serves to recommend appropriate consequences to the principal. It should be noted that the Administrative Review Board is a recommending body only, and its recommendations are not binding. In some situations, the principal may choose to suspend a student for one or more academic days in order to arrange an Administrative Review Board meeting.

The principal, taking into consideration an Administrative Review Board recommendation, determines disciplinary consequences. One common consequence is that a student is placed on disciplinary probation. Being placed on probation is a serious change in status for a student. It means that unless behavior changes, or if there is another serious infraction while on probation, the student may be dismissed from school. If a student's behavior substantially disrupts the educational environment, the Administrative Review Board would then consider whether to recommend suspension or expulsion to the principal, who may accept, decline, or change the recommendation. A decision by the principal to suspend a student is final unless the student requests review by the assistant head of school. A written request must be made within two school days of notification, provide any additional information to offer in writing, and note specifically if any procedural error is alleged to have occurred. The assistant head of school reviews all available information to determine whether any procedural error materially affected the outcome of the decision and whether the professional judgment of the principal was arbitrary or capricious. Review by the assistant head of school is typically completed within three school days. The decision is final except in cases of dismissal.

Review of Dismissal

If a student is dismissed from the Bullis community, parents may request that the head of school review the decision. A written request must be made within two school days of notification, provide any additional information to offer in writing, and note specifically if any procedural error is alleged to have occurred. The head reviews all available information to determine whether any procedural error materially affected the outcome of the decision and whether the professional judgment of the principal or assistant head of school was arbitrary or capricious. Review by the head is typically completed within two weeks.

Bullis Technology Acceptable Use Policy

A thriving learning community relies on the acceptable use of technology by all students and staff. The Bullis technology network is for the educational and administrative use of Bullis students and staff and includes wired and wireless networks, all hardware, software and electronically stored information owned, operated, subscribed to, or leased by Bullis.

By bringing your own device to school, using school devices, or accessing the Bullis technology network, students accept certain responsibilities and obligations. In addition to the expectations listed here, student use of and behavior with technology is also subject to the Bullis Core Values, the Bullis Honor Code, the divisional Codes of Conduct, and local, state and federal laws.

Core Institutional Values: Diversity, Integrity, Respect, Responsibility, Service

Honor Code Pledge: I will embrace truth and honesty in word and deed. I will respect the rights, backgrounds and views of others. I will be accountable for my actions at all times.

To live The Bullis Way with technology, you are expected to always:

- Use your user ID and password in support of educational, administrative and research activities consistent with the objectives of the school.
- Use your own ID.
- Protect your ID and passwords from unauthorized use.
- Log off the network before walking away from any computer.
- Take care to ensure personal safety and privacy when using the internet.
- Treat yourself and others with respect, especially when texting or using social networks and messaging services such as Facebook, Twitter, etc.
- Use resources responsibly and avoid wasting computing or network assets; for example, by taking up too much storage space with personal files or printing excessive amounts of paper.
- Treat all technology hardware with care and respect. This includes doing your best not to harm any equipment and to report to the Help Desk any equipment that is malfunctioning.

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- Maintain school and personal technology connected to the network free of viruses and other malware by running antivirus software regularly.
 - Report phishing or inappropriate contact to the Help Desk.
 - Use systems appropriately.
 - Work within network security measures, such as a firewall and spam filters.
 - Always ask permission of the technology department before downloading, installing, copying or deleting any software on school computers.
 - Abide by all copyright laws which include not downloading, copying or transmitting files, including music, videos and movies, in violation of these laws.
 - Represent Bullis in a positive way.

To live The Bullis Way with technology, you are also expected to never:

- Use the Bullis network for personal, political and/or monetary gain; for example, by selling access to your user ID or to the Bullis network, or by performing work for profit with school resources in a manner not authorized by Bullis.
- Share your ID or passwords
- Use another person's system, user ID, password, files or data without their permission
- Post personal information about yourself or others such as name, age, gender, location, phone number or picture
- Post, share or transmit the personal information of any Bullis student or employee
- Create false identities or access age-restricted websites using a false birthdate
- Bully, harass, disparage, abuse, defame, threaten or intimidate another person
- Use vulgar, profane, obscene or other inappropriate language or images of yourself or others in any communications
- Download, distribute, host, transmit or view racist, homophobic, obscene, threatening, harassing, bullying, religiously intolerant, or sexually explicit materials

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- Transmit or engage in any activities that are in violation of any local, state or federal law or regulation, including piracy, tracking, extortion, blackmail, identity theft, unauthorized access to any computers on the Internet, or purchase, sale or distribution of contraband materials
 - Initiate or forward chain letters, perpetrate pyramid schemes or conduct gambling activities
 - Attempt to circumvent, subvert or harm systems or any information stored thereon
 - Use computer programs or other means to decode passwords or access control information
 - Engage in any activity that might be purposefully harmful to systems or to any information stored thereon, such as creating or propagating viruses and worms, disrupting services or damaging files or making unauthorized modifications to any data
 - Vandalize or damage technology equipment, software and/or files
 - Use the network or technology in any way that would disparage the School, negatively or adversely reflect on the School or be contrary to the school's interests
 - Engage in any other activity that does not comply with the general principles presented in this policy

The use of the Bullis technology network and all technology on the Bullis campus is a privilege, not a right. Communications across the Bullis network or on devices brought to school are not considered to be private. Bullis reserves the right to examine and remove any files, email and programs installed on the technology network, personal or otherwise, or any other technology device either owned by Bullis or used or present on the Bullis campus, in order to ensure the proper functioning of the network, conduct normal maintenance and ensure compliance with these policies.

Inappropriate technology use, whether it occurs at school or elsewhere, is subject to disciplinary action when it negatively affects Bullis students, disrupts the learning environment, brings discredit or embarrassment to the school, otherwise violates this policy or the law. Messages dealing with illegal activities may be reported to the appropriate authority. All students are expected to understand and work within these policies at all times.

Individuals using computer systems and networks owned, operated or leased by Bullis do so subject to applicable laws and school policies. Bullis makes no guarantee that the services provided will be error-free or without defect. The school cannot be responsible for any damage suffered including, but not limited to, loss of data or disruption of service. Bullis disclaims any responsibility and/or warranties for information and materials residing on non-Bullis systems or available over publicly accessible networks.

Copyright Infringement

Copyright is a form of protection given to the authors or creators of original works of authorship. Copyright law covers literary, dramatic, musical, artistic, and other intellectual works which are fixed in a tangible form of expression. Most modern books, magazine, recordings, movies, plays, and internet pages are protected by copyright law even if they don't contain a printed copyright notice.

Federal law gives the author of the work the right to make copies of their work, distribute copies of their work, perform their work publicly (such as for plays, film, dances or music), display their work publicly (such as for artwork, or stills from audiovisual works, or any material used on the Internet or television), make derivative works (including making modifications, adaptations or other new uses of a work, or translating the work to another media), or allow others to do any of those things.

Copyright law does allow "fair use" or limited reproduction for purposes such as criticism, news reporting, teaching (including multiple copies of short excerpts for classroom use), scholarship, or research.

Bullis students are expected to:

- Respect the rights of copyright owners regarding text, images, video, software, etc.
- Observe and respect all copyright laws and properly attribute information used.
- Use only legal versions of copyrighted software in compliance with vendor license requirements.
- Not download, copy, transmit or use any information or files, including music, videos and movies, in violation of copyright laws.
- Not distribute, post or transmit any copyrighted material without permission.
- Not copy any software from Bullis computers or install or down-

load any software, including but not limited to, programs, Web browsers, music players and games, onto any of the school's computers.

- Consult the librarians for questions about copyright, fair use, and requesting permission from authors to use copyrighted works.

Health and Safety

Health Policy

To promote the safety and well being of students enrolled at Bullis, a registered nurse, licensed practical nurse and certified athletic trainer are part of the full time Bullis staff. In an effort to enhance student learning, our nurses strive to increase student attendance and reduce early dismissals by alleviating minor health complaints that interfere with the student performance. Parents are reminded that the Health Office is meant to assist with first aid and emergencies and provide care for students who become ill during the course of the academic day (8:00 a.m. - 3:30 p.m). Our nurses are not an alternative to your own health care provider for diagnosis and treatment of illness or injury.

To promote that every student perform at their full athletic potential, the athletic trainer strives to inform the student on how to live a healthy lifestyle, maintain overall health and avoid potentially harmful injuries. In case of injury, the athletic trainer will assist in the diagnosis and intervention of medical issues that occur during athletic programs and to facilitate in the rehabilitation of injured athletes. Bullis has an AED and epinephrine auto-injector in every campus building for emergencies.

Immunizations

Prior to the start of school, new students must submit a Maryland immunization certificate and a Bullis Physical Examination Form completed by their licensed health care provider (MD, PA-C, CRNP). Students are expected to be in compliance with the Maryland immunization schedule. The school is required to exclude children from school who are out of compliance with the State of Maryland immunization schedule.

Annual Physical Exam

All students must have an annual physical exam documented on the Physical Examination Form. Exams on file in the School Health Office may not be older than 12 months at any given time during the school year for students to be able to participate in athletics, physical education, activities or field trips. There is a 30 day grace period after the expiration date to allow for insurance policies allowing only one well visit per calendar year.

The Physical Examination Form, Emergency Health Care Plans (if applicable), and Immunization Certificate (for new students only) must be completed by a licensed physician, physician's assistant, or nurse practitioner.

Medical information pertinent to the safety and well being of the student may be shared on a need to know basis by the nurse or athletic trainers with relevant staff and/or athletic coach.

Illness or Injury During School Hours

If a student is injured or becomes ill during school hours, he/she must see the school nurse to be excused from classes or other school obligations. The school nurse will contact the parent/guardian, and if the situation warrants the student will need to be taken home. Your child will be cared for until you arrive, but please remember that under such circumstances, the comfort of your child will be increased if you come as quickly as possible. If an ill or injured child warrants immediate action, the rescue squad will be called at 911.

Communicable Disease

If your child wakes up not feeling well and/or with a fever, please keep him or her home. Not only is he/she not at his/her best to learn, but also he/she might very well infect his/her peers and teachers. If your child has seen a doctor, please get instructions on when your doctor feels it is appropriate, based on the illness and treatment, to return to class.

Students who have had a fever, vomiting, and/or diarrhea should not return to school until they have had none of these symptoms for 24 hours without medical intervention (fever reducing medicine and/or antidiarrheal medicine).

If your child is treated for a contagious condition such as strep throat, conjunctivitis (pink eye), infectious mononucleosis, head lice, etc., please let the school nurse know as soon as possible.

For your convenience, guidance on “Is Your Child Too Sick for School?” is posted on the School Health Haiku Site accessible through the Bullis website. When in doubt, your child should be kept at home.

The parent(s) or guardian(s) of a student with a communicable disease or infestation is encouraged to notify the School as soon as they have knowledge of their child’s diagnosis. School guidelines for exclusion due to a communicable disease will follow recommendations from local, state and federal agencies that address communicable disease standards. The determination regarding the conditions under which a child may or may not attend school will be made on a case-by-case basis by the school nurse with advice from one or more of the following: the head of school, school administrators (as selected by the head of school), parent(s) or guardian(s),

treating physician and public health officials. The number of school personnel informed of the student's condition will be limited by the head of school to those essential in ensuring the proper care of the child and in protecting against transmission of the disease.

Lice: Based on recommendations from the American Academy of Pediatrics and National Association of School Nurses, Bullis follows the following policies and procedures:

Exclusion from school should only be for active infestations. Active infestations can be defined as the presence of live lice or nits found within ¼ inch of the scalp. Nits that are found beyond ¼ inch of the scalp have more than likely hatched, or are no longer viable.

Parents have the ultimate responsibility for managing the care of their children regarding lice. This includes:

- Assisting in the prevention and management of lice by regularly checking their children's hair and starting immediate treatment when head lice are detected.
- Immediately notifying the school nurse when an infestation is found.
- Parents should remove nits daily and treat if live lice are observed.

If a student reports or a member of the school staff suspects a student is infested with head lice:

- The student will be restricted from activities involving close contact or sharing personal items (i.e., hats, clothing, and brushes) with other children.
- The student will be sent to the School Health Room for evaluation by the nurse.
- If an infestation of lice is found, the school nurse will contact the parents and provide education about treatment options. The student may remain in school until the end of the school day. Immediate treatment at home is advised.
- The student will be readmitted to school after treatment and examination. If, upon examination, the nurse finds no live lice on the child, the child may reenter the school.
- Any student with nits farther than ¼" from the scalp is allowed to remain in school.

Bloodborne Pathogens: The risk of transmitting blood borne pathogens, in-

cluding Hepatitis B and C, HIV or AIDS is extremely low in school settings when standard precautions to prevent disease transmission are followed. Standard precautions dictate that all blood and body fluids be handled as though they are infectious.

In-School Medication Administration Policy

The policy of the School Health Office at Bullis is to always make the safety and well being of the student our top priority. Before administering any prescription or over-the-counter medication, the School Health office will require the prescribing health care provider's written authorization.

It is the policy of Bullis School that no student is permitted to self-carry or self administer any medication during the academic day or on campus school activities.

Written Authorization Required

Maryland State Law and Maryland Board of Nursing does not allow the school nurse to administer any medications, whether prescription or over-the-counter (this includes eye drops), without the prescribing health care provider's written authorization. If you bring a medication to school for your child, whether it is one or multiple times, and it is not accompanied by a Medication Administration Authorization form, the school nurse or her designee will not be able to administer it to your child; you must do so.

However, when you return the Annual Physical Examination Form, your health care provider can authorize the following medications for administration by the school nurse or her designee through the Annual Physical Examination Form: Ibuprofen (200-400 mg), Acetaminophen (325-650 mg), Loratidine (Claritin) (10 mg), Benadryl/Diphenhydramine (12.5 mg to 50 mg), Tums, Bacitracin Ointment, Benadryl Cream, Calamine Lotion, and Medcaine swabs. Additional written authorization is not required.

If there are any changes in prescription medications given to the student whether at home or at school, the parent or guardian is responsible for updating the School Health Office and providing any necessary paperwork if applicable. The first dose of any new medication to be administered at school or school sponsored activity must be given at home and an order must be renewed annually.

Storage and Disposal of Medication

All prescription medication to be administered at school for Lower, Middle and Upper Schools will be stored in the School Health Office and administered by a school health nurse. In the absence of the school nurse, an

appropriate person will be designated by the school to distribute medication as needed. Exceptions are outlined below.

All medication to be administered at school must be brought in the original prescription container. If requested, most pharmacies will provide you with an empty labeled second bottle for this purpose. Medication along with the completed authorization form should be brought to school by the parent or responsible adult and taken to the School Health Office. The original prescription container must be labeled with the following information: name of student, name of medication, dosage of medication, frequency of administration, route of administration, name of physician ordering medication, date of prescription and expiration date. Medication brought to the School Health Office with any missing information or inconsistent with the prescriber's order will not be accepted for administration.

Parents or guardians who bring a one-time dose of prescription or over-the-counter medication for the nurse to administer to their child must also bring the medication in the original container and a completed authorization form. Without the completed authorization form or appropriate labeling, the school nurse or her designee will not administer the medication. The parent or guardian must do so.

If medication is to be given on a daily basis by the school nurse, the parent or guardian should provide a 30-day supply of the medication and adequate refills on a timely basis. All medication is kept in a locked cabinet at all times. If not retrieved by a parent or responsible adult, all medication will be disposed of one week after the expiration date or one week after the end of the school year, whichever comes first. The school nurse will administer over-the-counter medications with prescriber and parental authorization indicated on the Physical Examination or Medication Authorization form. The school nurse will maintain a record every time a medication is administered. This record includes the student's name, date, time of administration and dosage.

Authorization to Self-Carry

The first exception to this policy is asthma inhalers, epinephrine auto injectors and medications related to diabetes. Students may carry these medications if an authorized health care provider has ordered their use on the Asthma, Allergy, or Diabetic Emergency Action Plan and has stated that the student is capable of self-administration. It is strongly suggested that an extra inhaler or epinephrine auto injector be kept in the School Health Office for back up.

The second exception to this policy is the daily dose of ADD/ADHD medication. Upper School students will be allowed to carry with the prescribing health care provider and parental authorization. Please contact the school nurse for the appropriate paperwork if your child is in the Upper School and will need ADD/ADHD medication while at school.

Field Trip Medication Policy

A school-sponsored field trip is defined as any time students leave the Bullis School to go to another location under the care of the Bullis School staff. The purpose of this policy is to keep students safe if medication is required while off school grounds, following the medications requirements from the Maryland State Department of Education, School Health Services and Bullis School Medication Administration Procedures.

Medication should be administered to students on school-sponsored field trips only when absolutely necessary. Parent/guardians serving as chaperones for school sponsored field trips may administer medication to their own child.

The school nurse does not go on field trips but remains at school to address the health needs of the majority of the students. If injections, nebulizer treatments, or other nursing tasks are required during a school-sponsored trip, the school nurse will assess the student's ability to independently care for themselves and a family member or designee may be required to accompany the student.

Day Field Trips

For school sponsored day field trips, medication(s) and accompanying order(s) normally stored and administered to a student during the course of the regular school day who is participating in the field trip will be sent on the field trip and administered by the chaperone as the school nurse's designee.

Over-the-counter medications listed on the Physical Examination Form will be available to the students on the field trip but will only be administered according to the needs outlined on the form.

Extended/Overnight Field Trips

For all students, additional authorization is not required for asthma inhalers, epinephrine auto injectors, and diabetic medication already authorized through the student's Allergy, Asthma, and/or Diabetic Emergency Care Plan.

Upper School: For extended/overnight school-sponsored field trips, Upper School students may, with the proper authorization, self-carry and self-administer their own medication. For non-prescription medications, a parent or guardian must complete the US Non-Prescription Medication Authorization Form. This does not require the prescribing health care provider's signature. For prescription medications, the US Prescription Medication Authorization form must be completed and signed by both the parent and the prescribing health care provider. Procedures must be followed as outlined on page two of the form. In order for the Upper School student to self-carry and self-administer medication, the parent/guardian and prescribing health care provider must concur that the student is capable and understands the responsibility in doing so. At no time is a student who is self-carrying medication permitted to share that medication with another student. Completed authorization forms must be submitted to the School Health Office one week prior to the trip. Authorization forms will be given to the chaperone at the onset of the trip.

Middle School: Middle School students, with the exception of asthma inhalers, epinephrine auto-injectors, and diabetic medication, may not self-carry or self-administer any prescription or over the counter medication. If a Middle School student will require medication to be administered on an overnight trip, the parent or guardian may request the chaperone to do so by submitting the appropriate paperwork. For non-prescription medications, the parent must complete the MS Non-Prescription Overnight Form. For prescription medications the parent and prescribing health care provider must complete and sign the MS Prescription Overnight Form. Procedures must be followed as outlined on page two of the form.

Parents/guardians of Middle School students requiring medication must deliver the medication and accompanying forms to the School Health one week prior to the overnight field trip. The school nurse will check the medication and distribute to the chaperone at the onset of the trip.

Medication must be delivered in the original packaging or prescription container with labeling intact. Medication that is not consistent with the prescriber's order will not be accepted.

Severe Allergies

Bullis School is committed to working with students, families and health care providers to reduce the risk of exposure to foods and other factors that produce severe allergic reactions in at risk students. For the health and safety of our students with severe allergies, all parents and students are requested to fully cooperate with Bullis protocols, especially when sending

treats for birthdays, classroom parties and bake sales and planning activities through the Parents Association.

Although Bullis has general protocols and procedures in place to optimize avoidance strategies, Bullis is not “an allergen free” environment. Education and supervision are paramount in managing food allergies, and to that end Bullis School is committed to providing ongoing education concerning severe allergies and anaphylactic reactions for staff and students.

This Handbook section contains a brief summary of Bullis policies. Please contact the school nurse for further information, guidelines, and checklists.

Cooperation by All Parents

Parents sending food intended for other students to consume and parents planning activities at school should:

- Individually package all home-baked goods for bake-sales and label with any known food allergens.
- Known allergens include: milk, eggs, fish, crustacean shellfish, tree nuts, peanuts, wheat, soybeans, latex.
- Do not plan activities that involve allergenic items (e.g. latex balloons or gloves, macaroni painting, food rewards for motivation or prizes).
- Follow the Parent Association guidelines for planning on-campus and off-campus activities, which include acceptable methods for sanitation and serving to prevent cross-contamination.
- For Lower School, a letter will be sent home regarding any known food allergies in each classroom.

Students with Known Severe Allergies

It is the responsibility of the parents or legal guardian of a child with a medically documented life-threatening allergy to notify the School Health Office prior to the start of school. The school does not have diagnostic responsibility. The school nurse will assist to develop a mutually acceptable Emergency Allergy Action Plan. Throughout the year, parents of children with food allergies are encouraged to send in a safe snack with their child. Parents of children with food allergies should also provide the school nurse with a list of acceptable safe foods for snack, party treats, off campus field trip snacks, etc.

Students with known allergies should not ingest anything with unknown ingredients or a known allergen. Students should notify an adult imme-

diately if they think they are having symptoms or think they may have ingested an allergen.

Bullis School will provide training for all staff annually (typically before the start of school in August) on food allergies, anaphylaxis and what to do if an allergic reaction occurs including how to use the different types of epinephrine auto injectors. All staff will maintain current CPR and First Aid certification.

Sexual Harassment, Child Abuse, and Molestation

Bullis has established policies and procedures for responding to reports of sexual harassment, child abuse and molestation. If sexual harassment, child abuse or molestation is suspected, please report it immediately to one of the following: head of school, assistant head of school, division principal or the school nurse.

Campus Emergencies

Emergency Preparedness: In order to adequately respond to a variety of potential campus emergencies and other threats to student safety, the Safety Advisory Council comprised of senior staff and faculty at Bullis annually updates the emergency plans. The Bullis Emergency Plan and a quick reference guide are located in each classroom and office. An electronic version of the Emergency Plan is also available on our LiveSafe safety app. by downloading it to a smartphone and choosing Bullis School. During campus drills and emergencies, students should not talk and are expected to follow instructions given to them.

As part of the Emergency Plan, a number of all-school drills are conducted each year to help ensure a rapid, effective response to a variety of emergencies:

1. **Evacuation drills (once each month):** Fire alarms are activated and students exit all campus buildings in an orderly manner and assemble at one of two predetermined assembly areas, at a safe distance from buildings, where attendance is taken.
2. **Shelter drills (once or twice each year):** Everyone is notified over the campus paging system and the type of drill varies depending on the emergency:
 - **Weather Shelter** drill is called whenever a tornado warning is posted for the Potomac area. Teachers move students into prescribed safe areas (typically the lower floor hallways).

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- **Public Safety Shelter** is called when there is law enforcement activity in the area and officials have directed to everyone to stay inside.
 - **Outside Hazardous Material Shelter** is called when there is a hazardous release in the community. Depending on the nature of the threat, air handling systems may be shut down.
3. **Lockdown drills (once or twice each year):** Everyone is notified over the campus paging system. Teachers move students into classrooms or prescribed areas, lock doors and drop blinds over all windows, and instruct students to remain quiet. This drill is designed to protect against an active threat on campus.

The school has equipped key staff and faculty with two-way radios and cell phones to permit quick communication and coordinated action in the event of any emergency. The Safety Advisory Council quickly convenes under the head of school's direction in any emergency to provide decision support and assistance. Each building has an administrator designated as a building leader to augment the Safety Advisory Council and provide local direction to teachers and students.

In the event of an actual campus emergency, parents will be contacted through the LiveSafe system, for which parents are urged to sign up by downloading the LiveSafe app from the iTunes Store and connecting to the Bullis system.

The school's first responsibility in any emergency is to ensure the safety of students. Depending on the nature of the emergency, access to the campus or specific buildings by parents may be limited until conditions are judged safe by the school and/or emergency authorities.

See also Communications/Bullis Communications with Families/Emergency Communications

Driving on Campus

All drivers on the Bullis campus—parents, students and Bullis employees—are expected to observe the following driving rules:

- 15 mph speed limit
- No cell phone use, even hands-free. Driving safely on the Bullis campus requires every driver's full attention. Please pull over if you need to use a cell phone while driving at Bullis.
- The Crossroad is one-way at all times and closed between 8:30 a.m.

and 2:30 p.m.

- Most other campus roads are one-way from 7:00 to 8:15 a.m. and from 2:30 to 4:00 p.m. for drop-off and pick-up.
- Signal before pulling out of a drop-off lane: Please always take a moment to look around for cars and pedestrians.
- No parking along yellow curbs. Where yellow curbs are marked “Standing Only,” standing is permitted from 7:00 to 8:15 a.m. and from 2:30 to 4:00 p.m.

Because of the open nature of the Bullis campus, and the presence of drivers with varying degrees of skill and experience, the school cannot be held responsible for damage to vehicles on campus, except in cases where the damage is directly caused by a Bullis vehicle.

Drivers take the same risks while driving and parking on the Bullis campus as on any public street or parking lot. This includes damage from potholes, speed bumps and other driving hazards, so please drive carefully while on campus.

Student Drivers on Campus

Driving to school is both a privilege and a responsibility. Students must register their cars with the Upper School Office and apply for a student parking pass, the fee for which is \$40 for seniors, \$25 for juniors and sophomores. Parking passes must be displayed at all times on the student's rear-view mirror.

Students must park in areas designated for student parking, and use only lined parking spaces. Only seniors may park in the senior lot across from North Hall.

Students may not move their cars during the school day without specific permission.

Violations of campus driving rules or student parking rules, and especially any reckless activity with an automobile, may result in (1) the loss of the privilege of bringing a car onto campus and/or (2) an appearance before the Conduct Review Board. Parking violations may also result in towing at the owner's expense.

Service Animals and Pets on Campus

Service animals are permitted on the Bullis campus to accompany any person with a disability, except where animals are not allowed by law. Please

make arrangements with the division principal well in advance if a service animal may be needed for your student.

Otherwise, parents, visitors and staff are asked not to bring pets to the Bullis campus unless absolutely necessary. If you must bring a pet to school, it should remain in the car.

Prohibited Items

Bullis has a vital interest in maintaining a safe, healthy campus for students. In addition to violating School policy, possession of certain prohibited items violates Maryland State law and may be subject to criminal charges in addition to any Bullis disciplinary action.

Cigarettes, Tobacco, E-Cigarettes and Vaping Devices

Smoking, chewing or possessing tobacco and tobacco products or use of e-cigarettes or any type of vaping device on campus or at school-sponsored events is against Bullis School policy and is subject to disciplinary action.

Drugs and Alcohol

Bullis strictly forbids the unlawful use, possession, transportation, transfer, manufacture, distribution, dispensing, and/or sale of controlled substances (including synthetic drugs and drug paraphernalia) at all times while a person is on campus or at any School-sponsored event.

Alcoholic beverages are allowed on the Bullis campus for adult-only events and only with the prior written permission of the head of school, except for private use in campus residences. Alcoholic beverages may be served at campus events only with (1) the prior written permission of the head of school, and (2) the proper liquor license from Montgomery County, the application for which must be signed by the business officer. Alcoholic beverages are allowed at off-campus Bullis-sponsored events only if no Bullis students are present, aside from the children of parents hosting a Bullis event in their home.

Weapons

Bullis is a weapon-free zone. No person may bring a firearm or weapon of any kind onto the Bullis campus or to a school-sponsored function off-campus, regardless of whether the person is licensed to carry the firearm/weapon or not. The only exceptions to this policy are made for law enforcement officers, or other persons who have been given written consent by the

head of school. If you see or suspect someone with a weapon on campus, please call Security at extension 699 or 301-325-7700.

Furthermore, no person may bring self-created devices or substances that can disable or cause bodily harm. Prohibited items include, but are not limited to:

- firearms, toys or models that replicate firearms
- air guns, nerf guns, sling-shots
- paintball guns
- clubs, stars or martial arts weapons
- electronic defense weapons
- pepper spray
- knives of any type or length (unless a Bullis-approved work tool carried by an employee)
- fireworks or explosives
- ammunition of any kind, including spent casings

Drones

Drones and other uncrewed aerial vehicles are prohibited on the Bullis campus unless approved by the Director of STEM for supervised, instructional use within a course or club. Drones are never permitted at athletic events. If you see or suspect someone with a drone on campus, please call Security at extension 699 or 301-325-7700. Violation of this policy is subject to disciplinary action.

Student Life and Athletics

Experiential Education

Each year to kick off the start of school, every grade at Bullis engages in Experiential Education. The purpose of the program is to develop class unity, to blend new students with returning students and to emphasize teamwork, self-respect, and respect for others. Experiential Education programs vary by grade level, and variously involve challenge activities, environmental activities, educational programs and community service.

Clubs and Academic Teams (MS and US)

Clubs and academic teams form an integral part of the thriving learning community at Bullis by expanding academic and social opportunities for students. Through active participation, students have the opportunity to explore interests, develop leadership skills, and deepen friendships with students who may not be in the same classes or grades.

Clubs and academic teams are initiated and supported by student interest. An adult advisor who must be present at all club activities facilitates each club. Students may get more information about a club by talking with a club member or advisor. Students are encouraged to discuss ideas for new clubs with their advisors. New clubs are chartered through the Middle School and Upper School student governments.

The following list includes some of the diverse clubs and activities at Bullis:

Middle School Clubs	Upper School Clubs
<p>Adventures in Rocket Science Book Club Bullis Ambassadors Bullis Explorers Chess Club Choral Club Coaches' Corner Dance Club Debate Club Diversity Club Entrepreneurial Club Equestrian Club Ethos (student e-newsletter) Everyday Tech Film Appreciation Club Greener Bullis Club International Junior Thespian Society Investing Club Jazz Band Bullis Jazz Cafe Mask-making Mania Math Club National Junior Honor Society Puzzles Club Robotic Club Spelling Bee Success With Study Skills World Culture Club Zen Club</p>	<p>Booster Club Bullis Ambassadors (admission volunteers) Community Service Club DAB (Diversity Awareness) Exploring Asia Gay-Straight Alliance Glee Club International Thespian Society Investment Club "It's Academic" Team Logos (journal of art and literature) Math Club Model UN National Arts Honor Society National Honor Society Sports Debate Club Robotics Club Physics is Phun Prom Committee Students Against Destructive Decisions (SADD) Tri-M Music Honor Society Educating Girls Globally Gaming Club</p>

Student Publications

Students create and edit several school publications. To start helping with a publication, see the advisor.

Bullis Bulldog

The school newspaper, *The Bullis Bulldog*, published several times each term, describes important events in the life of the school and provides students with an opportunity to address the entire community on issues of importance. Lower, Middle and Upper School students are encouraged to become involved in the publication.

Skipping Stones

Skipping Stones, the LS literary magazine, is written and published by Lower School students with the support of the LS faculty. Participation is voluntary and encouraged.

Logos

Logos is the school journal of art and literature. Any student may submit poetry, prose or artwork for publication.

Roll Call

Bullis' yearbook, *Roll Call*, is produced and managed by twelve Upper School students and two faculty advisors. After applying in the spring (for the following fall and winter) for the yearbook staff, student editors earn an activities credit working nine hours each week for one trimester. Duties include theme selection, cover design, photography and layout design, as well as interviews, creative writing and managing submissions and contributions from the Bullis community. Students interested in photography, layout and business affairs are encouraged to become involved.

All members of the school community are invited to submit photos from games or events for consideration to be included in the yearbook.

Roll Call offers the opportunity to purchase individual student portraits, the yearbook, a Parent Recognition Ad to send a message of congratulations to a student or a Business Ad to support publication of the yearbook. Deadline for all ads is typically in mid-January.

Community Service

A key component of Bullis' balanced approach is including opportunities for students to gain broader perspectives on their world. Embedded in the

Bullis School philosophy is the notion that through community service, students gain an awareness of the world around them and discover the ability that each one of us has to truly make a difference. They learn that the well-being of their local community is a shared responsibility which in turn enables them to explore their humanity and become active and responsible world citizens. Community service helps students learn to be leaders, to empathize and to apply moral principles to real-life situations.

The tradition of community service at Bullis involves students and faculty in all divisions every year. Locally, students regularly engage in a range of community service projects, from single events to ongoing commitments with shelters and food banks and other organizations that provide services in the community. Students regularly coordinate fundraising efforts to support causes and address needs outside of our community.

Bullis requires no community service hours for graduation; rather, our students participate in community service because they genuinely enjoy it. At the end of their Senior year, all students participate in a week-long Habitat for Humanity build.

Many activities are student-coordinated; others are coordinated by the Community Service Committee of the Parents Association. Bullis staff provides support and guidance for many of these activities, and enjoy participating in service projects as well. No matter who is in charge of the activity, each one involves members from throughout the Bullis community—students, parents, faculty and staff—working together for each of these very special causes.

Faculty advisors for community service are Upper School teachers Dr. Sara Romeyn, director of community service, and Laura Heninger, assistant director.

Student Government

The Lower, Middle and Upper School each have their own student government bodies.

Lower School Student Government

The Lower School Student Government is an organization that serves as a liaison among students, staff and the community. Representatives from every grade organize and lead events/activities to encourage school spirit and support “Leading the Bullis Way.”

Middle School Student Government

The Middle School Student Government is an organization that represents the wishes of the students and offers students the opportunity to propose ideas and suggestions for school policies. Its elected officers help organize school-wide events, generate school spirit and work to improve the quality of student life. Student government has created new student activities, organized fundraisers for disaster relief, and worked with the administration to revise the student snack and dress code. By creating opportunity for student voice, students learn skills in public speaking, collaboration, communication, and responsibility.

Upper School Student Government

The Upper School Student Government serves as a liaison among students, faculty and administration. The group meets to address student concerns, plan all-school activities, including Homecoming, and organize committee work that may effect school policy. Student Government prides itself on doing more than just organizing activities. Its broader role is to institute changes that reflect the needs of the Bullis student.

Student Government Association (SGA): Serves as a liaison among students, faculty and administration. The SGA meets to address student concerns, plan all-school activities (including Homecoming) and organize committee work that may effect school policy. The secretary/treasurer posts minutes of these meetings for community review.

Executive Officers: Ninth through 11th graders elect executive officers of student council from the junior class in the spring before the year of service. Executive officers work closely with the student council advisor and assistant principal. They are responsible for determining SGA agenda items, running Upper School assemblies, supervising class elections and meeting with the Upper School administration to discuss Upper School policy and community issues.

Class Officers: Class officers, who serve as the standing body of the SGA, represent the interests of each class in grades 9-12. These officers work with class advisors to plan fundraising, community service and social activities. Officers are elected in the spring of the year prior to service for grades 10-12; 9th grade elections take place in the fall.

Class Advisors: Each grade has its own faculty representative, or grade level coordinator, who assists with activities for the class, organizes class meetings and works closely with class officers.

Student Government Advisor: An appointed member of the faculty serves as advisor to the student council. The advisor is expected to work closely with executive officers, class representatives and the assistant principal on matters that could influence policy changes in the Upper School.

Criteria: Holding a SGA office is a position of honor and responsibility; thus, no student may run for class or SGA office if he or she has any significant honors violations or if he or she is on disciplinary probation. Likewise, a student may be dismissed from office by a majority vote of the council for these and other reasons. The constitution of the SGA includes all governing rules.

Lower School Athletics

The Lower School physical education program is designed to develop and strengthen the physical, social and emotional needs of children participating in physical activities. The program encourages students to participate in and enjoy various activities. Each student is introduced to skills and lead-up games to offer a better understanding of a particular activity. Physical education is offered four times a week (K-1st grade are only three days a week) with a curriculum of units that average one-two weeks per unit.

It is the primary goal of the physical education program that each child enjoys every activity while participating in a socially comfortable atmosphere. Competition, as well as winning and losing, have little emphasis within the parameters of the Lower School curriculum. Fair play and good sportsmanship are encouraged and expected in all activities.

Goals of the Lower School Physical Education program:

- To develop fundamental and age-appropriate skills.
- To develop physical, social and emotional growth.
- To develop compassion and good sportsmanship.
- To promote responsibility.
- To develop a feeling of enjoyment and self-accomplishment.
- To develop an understanding that winning and losing are not the ultimate end in athletic participation.

Physical Education Uniforms

Students in grades K-3 will change their shoes for P.E. class. Grades 4 and 5 will be issued P.E. uniforms, lockers, and locks and will change each day for class. The P.E. uniform is required to be worn during all classes in

order to participate. If a uniform is lost then a new one will be issued and charged to the student's account. This new uniform can be picked up in the school store.

Students in grades K–2 grade will not change for P.E.

All LS children are asked to bring a pair of sneakers that can be kept in their gym locker or stored in the PE equipment closet for use in class. These shoes will not go home each day or each week, but will stay in the Athletic Center.

During the late fall and early spring months it is highly recommended that the students keep a pair of warm-up pants and a sweatshirt in their locker to be worn when class is held outside. Any sweatshirt/sweatpants purchased in the school store is acceptable for use during P.E.

Middle School Athletics/Activities

The philosophy of the Middle School Athletic Program is directly related to the mission statement of the School. The program fosters the same values of integrity, respect, responsibility and participation that are embodied in the classroom. Participation is an integral part of the athletic philosophy at the Middle School level. Students have the opportunity to take risks and try something new in a safe, positive environment while learning important life skills and developing physical fitness. The lessons learned from athletic participation are invaluable and help in the development of self-esteem and self-confidence in our students. Students develop socially while learning lessons of character, respect, sportsmanship, teamwork, and cooperation. Appropriate emphasis is placed on competition, and students are taught how to win and lose gracefully, while they are prepared with the skills and game concepts for Bullis Upper School Athletics.

Middle School Athletic/Activity Offerings

The following sports and activities are usually offered to Middle School students. Students have the opportunity to sign up in school.

	Athletics	Activities
Fall	Cross Country (coed) Field Hockey (girls) Football (boys) Soccer (boys) Soccer (girls) Tennis (girls) Volleyball (girls)	Intramural Sports (coed)
Winter	Basketball (boys) Basketball (girls) Ice Hockey (coed) [†] Swimming (coed) Wrestling (boys)	4 Star Tennis (coed) [†] Intramural Sports (coed) Musical (coed) Open Studio Art (coed) Strength and Conditioning (coed) Tech Crew (coed)
Spring	Baseball (boys) Golf (coed) Lacrosse (boys) Lacrosse (girls) Softball (girls) Tennis (boys) Track & Field (coed)	

[†]Ice Hockey and 4 Star Tennis have an additional charge.

Participation Requirement

The Middle School athletic program provides competitive, interscholastic activities for students. Each student is required to participate in an athletic activity every season, the only exception being students who are in the Middle School musical during the winter trimester. At the start of each season there will be open tryouts for each sport; teams will be divided on the basis of skill level. Bullis School believes that each child will have more success when placed on the team that is most appropriate for his or her skill level. The division of the teams is necessary to allow for a positive experience for all of our Middle School participants. Students with medical concerns must have their status reviewed by the directors of athletics. The MS sports

block occurs during our instructional day and therefore parents are strongly discouraged from picking students up early from this instructional block.

Middle School Team Levels

Team Level	Philosophy
A	Students at this level have the necessary skills to compete against other “A” level teams. There is no guarantee of equal playing time. Students are preparing for Upper School teams.
B	Students participate to develop and strengthen individual skills and team concepts in preparation to compete at the next level. All students will participate in games.
C	Basic skills and team concepts are taught. All students will participate in games, with playing time as equal as possible.

Participation on JV Level Athletic Teams

Our policy on Middle School sports is that students in grades 6, 7 and 8 will play on Middle School teams. On occasion players in 8th grade with above average skill level may be granted the privilege to play on a JV team provided they not only meet the required academic expectations, but also demonstrate mature behavior and good citizenship. Eighth grade students who meet the eligibility requirements play on JV teams at the discretion of the Middle School principal, assistant principal for student life, athletic directors and coaches.

Upper School Athletics/Activities

The philosophy of the Athletic Department is directly related to the mission statement of the school. The Athletic Department offers programs that foster the same values of integrity, respect, responsibility and participation that are embodied in the classroom. An experienced coaching staff fosters a positive attitude about learning and challenges our athletes to achieve their highest potential in all aspects of their development. Participation is an integral part of the athletic philosophy at both the Middle and Upper School levels. The Athletic Department feels that all students should have the opportunity to participate in interscholastic athletics at some level during their high school years. The lessons learned from athletic participation are invaluable and help in the overall development of the individual. Lessons in sportsmanship, teamwork, competition and how to win and lose gracefully

are an integral part of each team in our athletic department. Athletic participation plays an important role in helping the individual student develop a healthy self-image, as well as a healthy body. In addition, participation on interscholastic teams adds to school spirit and helps all students and spectators, as well as participants, develop pride in their school.

Upper School Athletic/Activity Offerings

The following sports and activities are usually offered to Upper School students. Students interested in joining a team should contact the appropriate coach or teacher.

	Athletics	Activities
Fall	Bulldog Productions (coed)	Fall Play (coed)
	Varsity Crew (coed)	Open Studio Art (coed)
	Varsity Cross Country (coed)	Tech Crew (coed)
	Dance (coed)	Yearbook (coed)
	Varsity and J.V. Field Hockey (girls)	
	Varsity and J.V. Football (boys)	
	Intramural Sports (boys)	
	Managers (coed)	
	Varsity and J.V. Soccer (boys)	
	Varsity and J.V. Soccer (girls)	
	Varsity, J.V., and Developmental Tennis (girls)	
	Varsity & JV Volleyball (girls)	

	Athletics	Activities
Winter	<p>Varsity and J.V. Basketball (boys)</p> <p>Varsity and J.V. Basketball (girls)</p> <p>Varsity Cheerleading (girls)</p> <p>Varsity and JV Ice Hockey (boys)</p> <p>Varsity Indoor Track (coed)</p> <p>Managers (coed)</p> <p>Rock Climbing (coed)</p> <p>Varsity Swimming (coed)</p> <p>Varsity Wrestling (boys)</p>	<p>Community Service (coed)</p> <p>It's Academic (coed)</p> <p>Musical (coed)</p> <p>Open Studio Art (coed)</p> <p>Pit Crew (coed)</p> <p>Robotics (coed)</p> <p>Tech Crew (coed)</p> <p>Yearbook Editor (coed)</p> <p>Yoga (coed)</p>
Spring	<p>Varsity and J.V. Baseball (boys)</p> <p>Bulldog Productions (coed)</p> <p>Varsity Crew (coed)</p> <p>Varsity and J.V. Golf (boys)</p> <p>Varsity and J.V. Lacrosse (boys)</p> <p>Varsity and J.V. Lacrosse (girls)</p> <p>Managers (coed)</p> <p>Varsity and J.V. Softball (girls)</p> <p>Varsity, J.V., and Developmental Tennis (boys)</p> <p>Varsity Track and Field (coed)</p>	<p>Community Service (coed)</p> <p>Logos (coed)</p> <p>Maker Studio (coed)</p> <p>Spring Play (coed)</p> <p>Tech Crew (coed)</p>

Physical Education Participation Requirements

Each student must complete at least two credits per year (one credit per trimester) in physical education or related activities during his or her high school years. A student will not receive a diploma without these credits. The guidelines for fulfilling this requirement are as follows:

In order to fulfill your Bullis Physical Education requirement in the Upper School, you must:

- At a minimum, participate in TWO trimesters of either athletic and/or activity credits EVERY year
- You may not do three trimesters in a year with the expectation of only doing one trimester the following year. It will not count.
- All freshman must participate in the fall trimester by joining one of the fall athletic or fall activity options
- One of the two credits for your freshman and sophomore years MUST be an athletic option
- Juniors and seniors still need to complete two trimesters of credits, but neither has to be an athletic option specifically

If a student chooses not to participate in two sports/activities per year, which the school requires, then the school will place an incomplete on the student's transcript. If a student is a freshman, sophomore, or junior and chooses to not participate in the required number of sports/activities AND the student is returning to Bullis the next academic year, they will need to participate in three sports/activities during the upcoming year in order to receive a passing grade for the previous year along with the current year. This is at the discretion of the Athletic Department and the Upper School Administration.

If a student is a freshman, sophomore, or junior and chooses to not participate in the required number of sports/activities AND the student is NOT returning to Bullis the next academic year, then they will receive an F on their official transcript because they failed to meet School requirements.

Evaluation

Students are evaluated by the directors of the activities/sports in which they participate. Each student is graded on a yearly basis, not by trimester, on a pass/fail system based on:

- Meeting the two-activity requirement.

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- Successfully meeting the requirements for their chosen activities as set forth by the directors or coaches.

Students receive a pass or fail grade that appears on their permanent transcript. A failing grade in physical education can be made up only after the student first consults with the principal and the directors of athletics.

Students with medical concerns must have their status reviewed by the directors of athletics.

Athletic Credit/Out of School

All freshmen are expected to participate in a fall extracurricular activity at school. In special circumstances, physical education/activity credit may be granted for out-of-school activities for one trimester only per year, at the discretion of the athletic directors and the Athletic Credit Waiver Committee. In order to receive an outside credit for an activity and/or sport that is also offered here at Bullis, you must participate in that activity and/or sport for Bullis.

Occasionally a dancer or horseback rider will receive credit for an off-campus training program, as will an athlete who is competitive at the national level in an individual (not team) sport. For example, in order to receive credit for dance outside of Bullis you must participate in the dance activity for credit offered in the fall trimester.

Guidelines:

- The activity must be physical in nature.
- Work with a personal trainer and taking fitness classes does not qualify for credit, nor does participation on a club or AAU team.
- The activity time commitment should be commensurate with on-campus athletic activities, which average 10 to 12 hours per week.
- The activity must have a qualified coach or instructor.
- A request for credit for out-of-school activity must be received **no later than one month prior** to the start of the corresponding sports season. For a fall request the deadline is August 1, winter is October 1 and spring is February 1.
- Before credit can be granted for approved out-of-school activities, the student will be given a template for setting goals, for keeping a journal of all activities for the trimester, and an evaluation form to give to their coach or instructor. Goals will be reviewed with the Athletic Directors 2-3 weeks into the activity. The complete journal must be turned in to the Athletic Directors at the conclusion of the

trimester along with a formal evaluation signed by the coach or instructor.

Participation on Athletic Teams Outside of School

Many students participate on club/AAU teams outside of school. The Athletic Department strongly encourages the students to get as much experience as possible. Playing on teams outside of school, along with their Bullis teams, can be very beneficial but also time consuming. Students and parents need to understand that there are commitments to be met with participation on more than one team. The Athletic Department feels that a student's school commitment must come first and that missing a school practice or game for a club activity is not acceptable. If there are any questions concerning this policy, contact the athletic directors.

General Athletic Information for Middle and Upper School

Permission to Participate/Consent to Treatment Forms

Each student-athlete must have a completed sports participation packet, which includes a Permission to Participate/Consent to Treatment form, Student Information Sheet and Concussion Information Sheet, into the school by August 1. Without this form on file in the Health Services Office and the Athletic Department, your son/daughter will be unable to participate in athletics. This form lists the student's medical history, the family physician, whom to contact in case of emergency and neither parent can be found, and also allows the attending physician to treat your son/daughter in case of an emergency. These forms are carried with the coaches when teams travel to away games.

At no time may a student practice, compete, or travel without these completed forms on file.

Injuries

Bullis School has two full-time trainers on staff. If a serious injury occurs during a practice or game, the athletic trainer will contact parents immediately. If the injury is serious enough that medical attention by a doctor is required, parents will be notified as to the location your son/daughter will be taken.

If the injury is serious enough that your son/daughter sees a physician for an injury then a note from the attending physician is required in order to sit out or return to athletic participation.

Conference Player Eligibility

Eligibility rules governing both the IAC and the ISL:

- No post-graduates
- Cannot have reached his/her 19th birthday before the first of September
- Cannot play in both a varsity and junior varsity game on the same day (ISL)
- Cannot play varsity for more than four years, including years played at other schools if the athlete is a transfer. Dressing for varsity competition is the same as playing.
- Each Middle School athlete will participate in only one sport per season. Exceptions due to extraordinary circumstances must be considered by the athletic directors. (IAC)
- May not play in a League contest in more than one sport in one season (ISL)

Uniforms and Practice Gear

The School provides uniforms and practice gear for all team sports. Additional equipment and optional items are purchased by the student. All safety gear must be provided by the School or approved by the coach.

Please note that at the conclusion of the season, players may keep their practice gear, e.g. reversibles and practice shorts. However, all issued uniforms MUST be turned in at the conclusion of the season.

If a student is issued any equipment/uniforms and an item is lost, the student will be billed for that item. The cost of replacing a single uniform item can be very expensive, so we ask students to make every effort to return all uniform pieces.

Some teams place orders for team items such as sweatshirts, jackets, etc. These are items that are not mandatory for participation and purchased as an extra item by the athlete.

Practice and Game Times

Middle School: All practices are scheduled during regular Middle School athletic/activity periods. Under special circumstances an extra practice may be scheduled by the coach. The coach will inform all of the families and this special practice cannot be mandatory in any way.

All games are scheduled between 2:30 and 3:00 p.m. unless otherwise

noted on the schedule. Most games last from one to one-and-a-half hours. The pickup time at Bullis for away games is usually between 4:00 and 4:45 p.m.

Upper School: All Upper School practices usually begin at 3:30 or 4:00 during the fall and spring (unless otherwise noted). Winter practices vary depending on the activity and coaches are responsible for informing all parents of the practice schedules. Such factors as weather and field space affect the timing and location of practices and games.

Early Dismissals for Games

Early dismissals for games happen throughout the course of the year. The Athletic Department tries to avoid scheduling games before 4:00 p.m. When we travel to visiting schools, students may at times be dismissed from classes early. Students are also responsible for all assignments that they miss. It is the student's responsibility to make sure they inform their teachers of an early dismissal.

Middle School students participating in JV athletics will not be granted early dismissal in order to travel to an away game. Alternate plans for transportation to the game will need to be made prior to the day of the game or the student will not be permitted to attend the contest.

Game/Practice Cancellations

In the case of inclement weather, games may have to be rescheduled. For Middle School games, a decision is made as close to departure time as possible. This may mean that a decision is not made until 1:30 p.m. For upper school games, decisions are made between 2:30 and 3:30 p.m., depending on whether games are at home or away. All game day changes are posted on the Athletic Hotline number (301-983-5737) and on Bullis' website. If you have additional questions, contact the Athletic Department (301-983-5747).

During the fall and spring seasons, if weather is bad, practices can be moved indoors. Check with the Athletic Department for the indoor practice schedule.

Transportation to and from Games

The school provides transportation for athletic events. Whenever school transportation is provided, students **must** travel to and from events with their group unless parents have made prior arrangements with the director of athletics or principal, in which case written permission must be emailed to the athletic directors. In no case is a student allowed to make his or her own arrangements with a coach.

If students utilize after-school bus transportation, arrangements for alternative transportation will need to be made on game days, especially when the games are away. Students may stay for After Care and ride the late bus at no extra charge on game days.

If parents are in attendance at away games, their son/daughter may ride home with them or with another player's parents with permission, as long as the parents inform the coach. At no time are students to ride home with other students.

A coach will not leave a student at an away game site if the parent is not there. All students will return to Bullis.

Code Red Policy

A Code Red Day occurs when the temperature exceeds 100 degrees and the air quality is deemed unhealthy. The athletic trainer will be responsible for informing the coaches if there is a Code Red Day. If Code Red Days occur during pre-season practices, practice will be held early in the morning and later in the day to avoid the hottest part of the day. Practice times will also be shortened. Athletes will be kept well hydrated and will be monitored carefully by the coaching staff for any signs of distress. If Montgomery County Public Schools dismiss early due to Code Red conditions, the director of athletics, in conjunction with health officials of the school, will determine the status of after-school activities for that day.

Lightning Policy

Any game or practice in session will be suspended immediately by the officials or the head coach in charge at the first sign of lightning. All players and fans must leave the field immediately. No contest or practice will resume until 30 minutes have elapsed since the last sign of lightning or thunder. Officials will always have the final word on the continuation of the game.

To assist coaches and officials, Bullis has an athletic field lightning alert system:

- When lightning is detected nearby a 15 second horn will sound from the roof of Founders' and Athletics.
- At that time all staff, students, and visitors must leave the fields and outside areas and take shelter immediately in the nearest building. Do not loiter outside or in vehicles. Do NOT take shelter under trees.

Outside activities will resume when 30 minutes have elapsed since the last sign of lightning or thunder. When the 30 minutes have gone by, 3 five-second horns will sound from Founders' and Athletics.

Where to go in case of lightning if you are at the following locations:

- South Hall Field (Girls Lacrosse/Field Hockey): South Hall
- Tennis Courts: North Hall
- Softball Diamond: Founders Hall
- Elevated Turf Field: Founders Hall Lower
- Lower Grass Fields (Soccer/Lacrosse): Founders Hall or Stadium Locker Rooms
- Stadium Field: Stadium Locker Rooms
- Baseball Diamond, Football Practice: Gym

Athletic Department Contacts

Sports Hotline: 301-983-5737, www.bullis.org/athletics

The department Hotline along with the website will contain the most up to date schedule changes. Please refer to these two sources first for all schedule changes/questions. It is updated regularly and will always have any changes/postponements/cancellations due to weather.

Coaches' direct email: `firstname_lastname@bullis.org`.

Administration:

- Director of Boys Athletics: Andres Parra, 301-983-5743
- Director of Girls Athletics: Kathleen Lloyd, 301-983-5738
- Director of Middle School Athletics: Danielle Wilcox 301-983-5701 x803
- Athletic Trainer: Rachel Moore, 301-983-5740; cell 301-706-1442
- Athletic Trainer: Jenn Reni, 301-983-5869; cell 301-706-1442
- Sports Information Director: Joe Teets, 301-983-5701 x863
- Athletic Office fax: 301-634-3652

Whom do I contact if I have an athletic question regarding... ?

- General Athletic Questions: Athletic Directors
- Practice/Game Schedules: Athletic Directors
- Game Results: Bullis.org/athletics

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- Weather-Related Schedule Changes: Athletics Hotline, Bullis.org/athletics
 - Athletic Department Policies: Athletic Directors
 - Coach Conduct/Problem: Athletic Directors
 - Team Issues and Policies: Team Head Coach
 - Injury and Rehabilitation: Athletic Trainers
 - Waivers/Exemptions: Athletic Directors
 - Special Events (team pictures, award ceremonies, etc.): Athletic Office
 - College Recruitment: Head Coach
 - Facility Rental: Boys Athletic Director

Expectations of Bullis Student Athletes and Parents

The Bullis Athletic Department has certain rules and expectations that the student-athlete needs to follow, without which the quality of our athletic program cannot be maintained.

Expectations of Parents

When your son/daughter makes a team, you have the right to know what the coach's expectations are for your child. All coaches have different expectations and these should be communicated to the parents. Each coach will communicate these expectations in his/her own way. It may be through a team meeting or through a letter home. As a parent you should know the coach's philosophy. You should be made aware of the coach's expectations not only for your child, but also for the team. You should be made aware of any practices that may occur over vacation periods well in advance of that break. You should also be made aware of any disciplinary action that results in your child being denied participation.

Being a parent of an interscholastic athlete can be a very rewarding experience. Parents' participation with their son/daughter can and should be an enjoyable experience. As a parent, be positive and remind your child that it is the effort put forth, not winning, which is most important. Do not let playing time dictate your child's happiness. Make every effort to be supportive when things are not going well for your son/daughter, or for the team.

Be supportive of the coaching staff in front of your son/daughter. If you have concerns to discuss with the coach, please call him/her to arrange an appointment. Contact information can be found on the Bullis website. If for some reason the coach cannot be reached, contact the appropriate athletic

director. Please do not discuss concerns with a coach immediately before, during or after a game or practice.

Commitment Guidelines: Athletic Teams and Activities

Once a student has committed to a team or arts production after one week of practice or games when school is in session, he or she is required to fulfill his or her obligation for the entire term in order to receive credit.

If, for some reason, a student decides to stop participating in a committed sport or activity (or if the student is removed from a team or activity), he or she will not be permitted to join or participate in any other sport or activity for the duration of the term.

Failure to fulfill his or her first commitment, regardless of the timing (beginning, middle or end of a term), will result in a loss of credit for that term.

Students receive a pass or fail grade that appears on their permanent report cards. A failing grade in physical education will need to be made up after consulting with the principal and the athletic director.

Attendance Requirement for Participation in School Activities and Athletics

Participation in after-school activities requires school attendance. Any student absent for three complete or partial periods (three hours for Lower School) in any day is not eligible to participate in any after-school student activity later that day. Upper School students must be signed into the office by 10:00 a.m. to participate in school activities or athletics that day. After-school activities include any student activity, program, practice or athletic contest. This policy is subject to the discretion of the Lower and Middle School principals and the Upper School assistant principal.

Team Practices During Vacations

In order for our teams to be competitive, formal mandatory practices will and do take place during vacations for most, if not all, of the varsity teams, and some JV teams. The level of commitment on a varsity team requires that the athlete participate in these practices during vacations. If you are the parent of a varsity athlete, plan on your son/daughter having to participate in these practices. If your son/daughter cannot attend these mandatory practices, then it has to be understood that there may be consequences for failure to attend. Consequences vary and are handled by each individual coach. If there are special circumstances concerning a student, parents should inform the coach as soon as possible.

Athletics Absence Policy

Middle School Absences: Excessive absences impede a student's ability to participate fully in the athletic/activities environment. Any student who does not participate or has unexcused absences from three or more practices or games in one trimester will be denied credit for the trimester. The student must submit a written petition to the appropriate athletic director requesting credit and attend a meeting to discuss the request. Nonparticipation includes arriving late, not dressing out, not having one's equipment, or other unauthorized reasons. School-sponsored trips, religious holidays, and documented medical excused absences will not be included when calculating the total number of absences.

Upper School Absences: It is important that team members attend all practice, games, and other team events. After six absences, whether excused or unexcused, a player may be asked to leave the team/activity. The player will not receive credit for that trimester. This includes absences from school, college visits, out of town trips, and doctors appointments to name a few. On the other hand, such circumstances as long term illnesses with a doctors note, concussions, injuries that do not allow students to come to school, and religious holidays do NOT count towards the six allowed absences. Attendance policies apply to pre-season, season, post-season tournaments, winter break and spring break. Students needing financial assistance for team travel should be referred to the AD's.

There are some programs that either have practices and/or games on Saturdays. It must be understood that Saturdays are a part of some programs, especially at the varsity level. Missing practices or games for other club/AAU teams is not considered an excused absence.

If an athlete is injured, he/she must see the athletic trainer. If an athlete has an injury that requires rehabilitation, plans must be coordinated with the trainer and coach. If the trainer wants the athlete to work with him/her during practice hours, the athlete is required to attend. If an athlete is unable to begin rehab right away, the athlete is expected to attend and observe practice unless the coach gives permission for an absence.

Students and parents are expected to notify coaches in advance as soon as possible if any absence is going to occur. Students are expected to notify coaches in advance for any known late to practice and provide a note from the teacher/tutor if attending extra instruction, tutoring or detention.

The directors of athletics determine athletic credit. For extenuating cir-

cumstances, including concussions, other injuries, or lengthy illness, the principal may grant exceptions to the no credit policy.

Athletics Eligibility Criteria

Participation in athletics at Bullis is both a privilege and a responsibility. As members of a Bullis athletic team, student-athletes are expected to make a personal commitment to represent Bullis in an exemplary fashion and to follow rules of training and conduct necessary to maintain strong, healthy minds and bodies. Because student-athletes are in a highly visible position requiring leadership and responsibility, they are held to a higher accountability of conduct and behavior than students who choose not to participate in interscholastic athletics. Athletic consequences, therefore, are implemented independently of and in addition to any recommended through the disciplinary process.

The following rules apply to all students participating in interscholastic athletic activities or attending team-related activities, including out-of-season camps or tournaments. These rules apply at all times throughout the school year, beginning with pre-season tryouts, extending to the last day of school, and including any summer team-related activities.

Loss of athletic eligibility applies to games only. For the purposes of this eligibility policy, a game is defined as a single interscholastic contest, match or meet. Student-athletes will be expected to practice with their team during the period of suspension. If the loss of athletic eligibility occurs prior to the final game of the season, the student-athlete will be suspended for the subsequent week (one or two regular season games) of the current season of play. If the loss of athletic eligibility occurs during or after the final game of the season, the student-athlete will be suspended for the first two weeks (one or two regular-season games) of the next season of play, whether in the same school year or the following school year. If the loss of athletic eligibility occurs during the final game of one's senior season, the student-athlete will be required to serve community service or other assigned activities as determined by the athletic directors and/or the dean of students.

Academic Eligibility for Participation in School Activities and Athletics

Middle School: Students must maintain an average of 70 percent and have no failing grades in a trimester to participate fully in our athletic programs and the Middle School musical. Grades will be reviewed at the mid-trimester and again at the end of each trimester. If a student does not meet the academic criteria, the advisor will meet with the student's teachers and separately with the student to determine what is keeping the child

from greater academic success. With that information in hand, a team including the advisor, counselor, grade level coordinator and the learning specialist will meet to develop an improvement plan. That plan will include a daily checklist that will be monitored by the school. This checklist could include homework completion, class participation and required meetings with teachers during extra instruction. Students on a 10 day Academic Improvement Plan will also be suspended from competitions during the 10 day period. The student's academic performance will be reassessed after two weeks and will be based on grades, effort, teacher comments and other necessary indicators of progress. A student will become eligible once he or she has demonstrated effort and progress, and a plan has been put in place to continue the improvement.

Upper School: Student-athletes must maintain a cumulative average of 70 and have no failing grades in a marking period. Grades will be reviewed by the Upper School principal or designee after the official submission to the Upper School office at each mid-trimester and again at the end of each trimester, (a total of six times each year). All student athletic/activity suspensions will be initiated after grades are reviewed.

During the suspension, the student-athlete will be placed on an academic improvement plan by the Upper School principal that will include a daily checklist as well as mandatory extra instruction meetings. The student-athlete's academic performance will be reassessed. Students will become eligible when they have demonstrated through grades, effort grades and teacher comments progress towards improving his/her overall performance.

Consequences for violations of the Academic Eligibility Policy:

The student-athlete will initially be suspended from interscholastic competition for a minimum of one week. During that time, the student-athlete cannot attend practice or attend away games. He/she may attend home games at the discretion of the coach and the athletic director, but he/she may not be in uniform.

Sportsmanship

Bullis student-athletes are expected to display appropriate conduct and sportsmanship at all times throughout the season.

Bullis endorses the following sportsmanship expectations for players, coaches, officials and spectators (adapted from the Independent School League):

- We embrace a common core of values and cooperate in a collective

attempt to achieve them.

- We emphasize the value of respect for self and others.
- We realize that an athletic contest is only a game.
- We expect only positive encouragement from all participants and spectators.

We are gracious in victory as well as defeat.

Consequences for violations of the Sportsmanship Policy:

- If a student-athlete is ejected from a game, he or she will be suspended from the next interscholastic competition.
- If a student-athlete is ejected from a second game for unsportsmanlike behavior during the same season, he or she will be suspended from the next two interscholastic competitions.
- Any player ejected from more than two games for unsportsmanlike behavior during one season will be suspended for the remainder of the season and will lose the opportunity to receive any post-season honors.

Individual league policies in boys soccer (IAC) and boys ice hockey (IAC) meet or exceed the consequences detailed above and thus supersede the Sportsmanship Policy in the case of a single ejection. The Sportsmanship Policy applies to all student-athletes in cases of two or more ejections in a single season.

Drugs, Alcohol and Tobacco

Student-athletes shall not use or possess tobacco products (to include vaping products), drugs, alcohol or performance-enhancing drugs such as steroids, either on or off school property or at a Bullis School function.

Consequences for violations of the Drug, Alcohol and Tobacco Policy:

First Offense:

- The student-athlete will be suspended from interscholastic competition for one week (one or two games).
- The student-athlete will lose any leadership position on the team for the remainder of the season.

Second Offense:

- The student-athlete will be dismissed from interscholastic competition for the remainder of the season

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- The student-athlete will be required to attend substance-abuse counseling as recommended by the school.

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