MADEIRA

MISSION
Launching women who change the world

VISION
Leading innovation in girls’ education

VALUES
Awareness of self and others
Compassion
Creativity
Intellectual curiosity
Integrity
Resilience
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data至此结束.
Community Values and Expectations

Head of School  
Pilar Cabeza de Vaca  
703 556-8210

Dean of Students  
Kim Newsome  
703 556-8296

Director of Residential Life  
Hunter Southworth  
703 556-8215

Academic Dean  
MA Mahoney  
703 556-8249

YOU ARE EXPECTED TO READ THIS SECTION WITH PARTICULAR CARE

Independent school life is both exciting and demanding. At Madeira, your daughter will be challenged. We expect students to advocate for themselves, take initiative, try new experiences, and engage with the community. At Madeira, students are responsible for their experiences. Failures and successes, disappointments and joys, are all part of learning and we can’t imagine a more supportive environment for growth.

Our community is based on a set of core values. Some of these, values like intellectual curiosity, and creativity are most often demonstrated in the classroom. Others like integrity, awareness of self and others, resilience, and compassion pervade every aspect of life in a school community, and we rely on faculty, staff, and students alike to uphold these essential values. Our lives here are governed by these values that reflect the School’s vision and mission and are expressed and supported by the School’s rules and policies. These rules and policies are designed to ensure that Madeira is a community where each member feels included, safe, and respected.

Our disciplinary system is designed to allow students to grow from mistakes made. It seeks to balance the student’s obligations to the Madeira community and the community’s responsibility to uphold its own values. The process provides an opportunity for the student to reflect on mistakes made and to better understand their obligations to a broader community. The adults in this community uphold the values of the School, yet see mistakes as a natural part of adolescent development. Helping students to engage in self-reflection is an important component of the discipline process. While our primary relationship is with your daughter, Madeira families are an important component of the equation. We expect parents to give their daughters room to experience the Madeira program and assist us in enforcing the standards and expectations of the School.

Our values and expectations apply to all Madeira students whether they are on or off campus. As a student, if you are present when a school rule is violated, you may be held responsible and may share equally in any disciplinary response. Madeira adults are obligated to report what they believe may be an infraction of our values and expectations.

Every girl who has an enrollment contract with the School is expected to behave in accordance with the School’s rules and in a manner that reflects the School’s values in their activities and their lives while they are enrolled. While the School recognizes that parents assume primary responsibility for their daughters when they leave school grounds to return home, after school, on weekends, and during school vacations, Madeira reserves the right to pursue issues of student behavior that may compromise the safety of a girl or the community, or impugn the reputation of The Madeira School. By enrolling at Madeira, students and parents agree to abide by all the rules and policies, both stated and implied.

Please understand that no set of rules or guidelines can cover every conceivable situation that may arise. The rules, policies, and procedures below are intended to apply under normal circumstances. However, from time to time, there may be situations that require immediate or non-standard responses. This handbook does not limit The Madeira School from deviating from normal rules and practices, and to deal with individual circumstances as they arise in the manner deemed most appropriate by the School, taking into consideration the best interests of the community.

The Madeira School believes that a positive and constructive working relationship between the School and a student’s parents (or guardian) is essential to the fulfillment of the School’s mission. Thus, the School reserves the right not to continue to enroll or to re-enroll a student if the School concludes that the actions of a parent (or guardian) make such a positive and constructive relationship impossible or otherwise seriously interfere with the School’s educational purpose.
Any student who violates any of the following school rules is liable for disciplinary action, including dismissal.

**Community Values & Major School Rules**

The information below articulates the major school rules that fall within the framework of our community values.

**Integrity**

Community life depends on our ability to trust one another. Peers and adults rely on the trustworthiness of what a student does, says, or produces in the classroom, in the dormitory, and in every other aspect of school life. Dishonesty is unacceptable and students are expected to take responsibility for their actions and decisions. Dishonesty with a Madeira adult is a violation of our community values and rules. In disciplinary situations, lying will make matters worse and any short-term benefit will not compensate for the resulting loss to one’s integrity. Should a student appear before the Executive Committee, total honesty is expected. If the committee determines that a student has not been forthright, the student may be more likely to be subject to dismissal.

**MAJOR SCHOOL RULE #1: HONESTY & INTEGRITY**

Honesty and integrity is expected in the work, speech, and behavior of each student at all times. Lying, cheating, and plagiarism are all violations of the honesty rule.

*Honesty* is expected in the classroom whether on a test, paper, lab, or homework. Academic honesty promotes educational growth and independent thinking. *Cheating* is giving or receiving answers in or out of class, giving or receiving information about the content of a quiz, test, or exam, doing someone else’s work, or having someone else do one’s work. *Plagiarism* is using words or ideas from any outside source without attribution (including student, author, website, or reference work), or paraphrasing, again without attribution, any other source as if it were one’s own. In addition, handing in work that has already received credit in another course or school or in the same course during a different year is considered dishonest. The standards for academic honesty apply to homework as well as tests, papers and all other assessments.

Each year, teachers in all courses will review the School’s expectations for preparing academic work and their own department’s policy on work done in and out of class. Madeira expects its students to have a complete understanding of academic honesty and plagiarism, and therefore the faculty will ensure that understanding plagiarism is built into their curriculum. However, it is a student’s responsibility to ask the teacher for clarification if questions arise regarding her work on individual assignments.

Students will be required to sign and abide by the school pledge for all independent work:

‘I have neither given nor received aid on this assignment.’

For work that is to be done by collaborating with others, students will be required to sign and abide by this school pledge:

‘I used the following sources and/or people to complete this work:’

A student is never allowed to have someone other than the classroom teacher correct her mistakes. The adult collaborator may point out errors, but the corrections of these errors remain the student’s, not the collaborator’s, responsibility. The student is strongly encouraged to use her classroom teacher as her primary source for collaboration. The teacher knows exactly how much and what type of collaboration is acceptable. In addition, this type of student-teacher interaction provides the teacher with valuable insight into the student’s learning.

At times, faculty will require students to undertake work that requires special instructions. When there are unique expectations for preparation of academic work, these expectations will be discussed in class at the start of the school year or beginning of the individual assignment. These expectations will also be put in writing so the student may share them with her parents or tutors.
If it appears that an incident of academic dishonesty has occurred, the teacher will consult the department chair, who will notify the dean of students and the academic dean. The deans will then determine the next appropriate step.

**Compassion & Awareness for Self and Others**

The School works to promote good citizenship among students and adults. Our standards of conduct support a community that ensures all individuals are treated in a fair, respectful, and equitable manner. We strive to make all members, students, and adults, feel comfortable from the first moment they arrive on our campus. We expect that each individual exhibit a sense of personal responsibility and mature and ethical behavior that enhances the quality of the School and community environment. A respectful individual understands the consequences of the decisions she makes and the actions she takes in an attempt to help her development of good citizenry.

**MAJOR SCHOOL RULE #2: GOOD BEHAVIOR**

Madeira students are expected to demonstrate good behavior and respect for themselves and others at all times. Hazing, harassment (see school Harrassment Policy – Appendix A), or mistreatment of any member of the community is a violation of this rule. Any behavior that compromises the good name of The Madeira School is a violation of this rule, whether school is in session or not.

Any behavior that harms or compromises the student, her family, or the School is in violation of this rule, which is in effect whether school is in session or not. The principles of the Good Behavior Rule apply for actions and conduct in electronic mediums just as they would for in person interactions.

During school-wide events such as All School Meetings (ASM), special assemblies, athletic events, etc., students are expected to behave in a manner that demonstrates respect for others. Inappropriate dress, language, or behavior is unacceptable and may warrant disciplinary action.

Our community seeks to be a place where every individual is treated with sensitivity and respect. The school will not tolerate any type of harassment of an individual for any reason, including, but not limited to, ethnic or religious background, gender, sexual orientation, or race.

Harassment is any improper and/or unwelcome conduct that might reasonably be expected or be perceived to cause offense or humiliation to another person. Harassment may take the form of words, gestures, or actions which tend to annoy, alarm, abuse, demean, intimidate, belittle, humiliate, or embarrass another or which creates an intimidating, hostile, or offensive environment, or bullying. Sexual or romantic relationships between students and adult members of the school community are strictly forbidden. If individuals have concerns, they should report these to the dean of students or one of the school counselors. See Appendix A for the full Harrassment Policy.

**MAJOR SCHOOL RULE #3: RESPECT FOR PRIVACY AND PERSONAL PROPERTY**

All students and adults are responsible for taking appropriate precautions to ensure the safety of their possessions. Every student is expected to lock her dorm room. Every boarding student also has a lock-box in the closet of her dorm in which she can safely store smaller items such as her passport, credit card or jewelry. Students should never keep large amounts of cash in their rooms. They may deposit money to their account with the Business Office. Day students all have lockers which they are encouraged to use to store books and electronics. Day students are assigned lockers to use to store their belongings during the day.

Stealing and/or causing the deliberate destruction or defacement of school or personal property are a violation of this rule. Entering a student’s room uninvited, or when the room’s inhabitants are not present, is a violation of this rule. Madeira faculty and staff reserve the right to enter a student’s room without permission for safety purposes or to ensure compliance with school rules.
MAJOR SCHOOL RULE #4: TECHNOLOGY USE AND ELECTRONIC CITIZENSHIP
Students are reminded that the use of technology is public and permanent. Communications in the digital world do not capture tone and often do not provide context for their content. As such, students are expected to ensure that anything they post, author, or distribute is in keeping with our community values. We strongly encourage students to “pause” before they post.

The illegal, improper, unknd, or unethical use of technology, including but not limited to computers, mobile devices, as well as all venues on social media, etc., is strictly forbidden. Every Madeira girl and her parent/guardian accept the MEANS (Madeira Educational Access Network Service) Acceptable Use Policy and Agreement (AUPA) as a condition of enrollment. This agreement outlines the conditions under which Madeira girls may use technology, specifically computers, and Internet access, provided by The Madeira School. Violating the terms of this agreement may result in disciplinary action. (Please refer to the handbook section on Electronic Citizenship at Madeira.)

MAJOR SCHOOL RULE #5: DRUGS, ALCOHOL, AND TOBACCO
The possession and/or use of illegal drugs, inhalants, tobacco, alcohol, and medications not specifically prescribed to the student are incompatible with the educational mission of the School. Students who are found in violation of this rule while on campus will likely be required to appear before Executive Committee and will be subject to significant consequences. A student who supplies alcohol or drugs to others may be subject to more severe disciplinary consequences, including immediate dismissal. This also means that if parents invite Madeira students to their home and alcohol or drugs are served, their child will be considered the supplier of the substance and be subject to disciplinary consequences. The School expects students and their families to respect state and federal laws regarding alcohol and drug use when students are off campus.

Madeira is a smoke-free campus. Students are prohibited from using or possessing tobacco products, including smokeless tobacco and e-cigarettes. Smoking anywhere on campus or while on a school trip or activity is a violation of this rule.

When a student’s work, behavior, or demeanor suggests the possibility of use of alcohol, illegal drugs, or tobacco products, Madeira adults are expected to inform the director of counseling and the dean of students. Parents will be contacted and appropriate procedures will be recommended for assessment and counseling, which may include random urinalysis or other drug testing by an outside professional. Parents who do not accept the recommendations of the School will be given the option of withdrawing their daughter.

A breathalyzer is kept on campus in the Health and Wellness Center.

MAJOR SCHOOL RULE #6: FIRE SAFETY
Students share the responsibility for fire safety around the campus and particularly in the dormitories. The presence of materials capable of starting a fire seriously endangers the lives and property of others. No electrical devices that present a fire risk are allowed in dorm rooms (e.g. a hot plate or electric kettle for hot water). It is absolutely forbidden to have open flames or other burning items anywhere on campus, but especially in any campus building. Tampering with fire alarms or other safety equipment is a violation of this rule. In addition, because Madeira is a smoke-free campus, smoking anywhere on campus is a violation of this rule.

MAJOR SCHOOL RULE #7: SIGN-OUT
In order to ensure the safety and well-being of our students, no girl may leave campus, a school-sponsored event, or a Co-Curriculum placement without permission. All boarding students must accurately complete the proper forms, with permissions (refer to the Residential Life section), each time they leave campus. A student is expected to complete her card and obtain permissions in a way that accurately represents her plans for the weekend. If a student deliberately misrepresents information on her green or white card, or in a permission email, she is in violation of this rule. If she uses a parent/guardian email account to grant herself permission she is in violation of this rule. Leaving campus without signing out with the Dean of Students or Academic Office is not permitted. Students can expect to be restricted to campus and/or receive additional consequences should they leave without permission. In addition, leaving campus in the company of someone with whom you do not have permission to be with, is a violation of this rule. No day student may leave school during the class day without specific permission of the academic dean, dean of students, or school nurse.

Checking in to the dormitories late or failing to check in and/or sign in or sign out from campus, may result in a Give-It-Back (GIB-see other policies). Repeated violations may result in further disciplinary action.

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MAJOR SCHOOL RULE #8: PERSONAL SAFETY
In the interest of personal safety and the associated risks to both the individual and the community, the following situations may be considered violations of school rules:

- Swimming in Black Pond, the Potomac River, or the pool without the specific approval of the School.
- Situations that demonstrate a lack of respect for individual or group safety and welfare, including violating the medication policy.
- In-line skating, riding a bike, scooter, etc., without a helmet or protective gear.
- **Weapons**: The possession, storing, or use on campus of a weapon poses an unacceptable risk to the health and safety of all community members and their guests. Possession of weapons (or imitation weapons that would lead an observer to reasonably believe that it is a weapon) is a violation of school rules and state laws.
- **Curfew**: Students are expected to remain in the dormitory from evening check-in until 6:00 a.m. Students must inform the dormitory faculty the night before if they have early morning obligations.
- **Sign Out & Card Compliance**: Leaving campus without signing out with the Dean of Students or Academic Office is not permitted. Students can expect to be restricted to campus and/or receive additional consequences should they leave without permission. In addition, leaving campus in the company of someone for whom you do have permission to be with is a violation of this rule.
- **Campus Boundaries**: Only under special circumstances will students be allowed to walk off campus. Students who wish to take advantage of the extensive trails on the School’s campus should take a walking/running partner and a cell phone.
- **Sexual Behavior**: The School recognizes that sexuality is a normal part of human behavior, but believes that secondary school students are not prepared to deal with the possible consequences of intimate sexual activity. Differences in maturity and health and safety issues are important considerations. Responses to inappropriate sexual conduct therefore, may include notification of parents and, if necessary, disciplinary action for inappropriate sexual behavior. The School has equal expectations for students regardless of their sexual orientation. Personal restraint and respect for others are highly valued at Madeira, and students are asked to refrain from public displays of intimate affection.

MAJOR SCHOOL RULE #9: CO-CURRICULUM
The Co-Curriculum is an essential part of the Madeira curriculum, and a requirement for graduation. Unauthorized absence or other serious misbehavior is not permitted and may be considered a violation of this rule. No student may leave her placement without permission from the Co-Curriculum Office and her supervisor. Any student leaving her placement early must obtain permission from both her placement supervisor and the Co-Curriculum Office.
As a community, we expect students to act in a manner that reflects their investment in their education and affirms our community values. If a student is found to be in violation of the expectations and values outlined in this handbook, she should expect to have the infraction reported to the Dean of Students Office and possibly face a response that includes, but is not limited to, serving a Give-It-Back (GIB), limitations on departures from or arrivals to campus, and making personal apologies. GIB stands for Give-It-Back; the philosophy behind GIB is that when you do not meet a community expectation by breaking a rule, you are taking something from the community. GIB is your opportunity to “Give-It-Back.” To do so, students will spend an hour engaged in some sort of service to the community. GIB hours are served at 9:00 a.m. on Saturday mornings or 7:15 a.m. on Friday mornings. When a student earns a GIB she is notified via email. Her advisor and parents are also notified. If a student feels that the GIB has been assigned in error she is expected to contact the office that assigned the infraction for which she earned the GIB. Students are expected to serve GIB hours the same week that they are assigned. An accumulation of an excessive number of infractions is considered disrespectful and can be considered a violation of the good behavior rule which would result in more serious consequences. The chart below identifies some of the more common infractions and the corresponding response. The Dean of Students maintains discretion with regards to these responses.

<table>
<thead>
<tr>
<th>Infraction type</th>
<th>Infraction types</th>
<th>Infraction types</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance*</td>
<td>2 tardies in the same class = 1 infraction</td>
<td>1 tardy in a class that only meets 1 time a week = 1 infraction</td>
<td>Skipping a class = 1 GIB Responses to other unreported absences are at the discretion of the Dean of Students</td>
</tr>
<tr>
<td>Dorm</td>
<td>Failure to check in on time = 1 infraction</td>
<td>Failing room inspection = 1 infraction</td>
<td>Late return from off campus without communication = 1 infraction</td>
</tr>
<tr>
<td>Co-Curriculum</td>
<td>Being late to catch her bus for Co-Curriculum = 1 infraction</td>
<td>Missing the bus = GIB</td>
<td>Dress code violation = 1 infraction</td>
</tr>
<tr>
<td>Dean of Students</td>
<td>2 card violations (leaving card up, not signing back in, not filling out card 24 hours in advance = GIB)</td>
<td>Leaving campus without completing a card or signing out in the Academic Office = GIB</td>
<td>Not showing up for, or not cancelling from a weekend activity in advance = GIB</td>
</tr>
</tbody>
</table>

*In the event that a student accrues a number of GIBs related to attendance, a meeting between the student, her advisor, and the dean of students will take place as this may be indicative of problems that the School may not be able to address effectively. At this point, serious discussion among school officials, health services personnel, and the student and her family may ensue regarding whether Madeira is the appropriate school for the student and what the attendance expectations will be in order to move forward.

**Digital Devices**

While smartphones, cell phones, and other similar hand-held personal devices are permitted on campus, our community values personal interactions and expects each community member to use his/her digital devices in a way, and in locations, that acknowledges the value we place on face-to-face interactions. Greeting each other as we move throughout campus and remaining “unplugged” at the appropriate times demonstrates respect and consideration for others.
Members of the community are expected to refrain from using their devices when they are mobile. *Devices should not be seen at all when community members are walking from place to place* (the one exception is the area between the barn and the tennis courts.) In addition there are some indoor spaces where the use of digital devices is restricted. They are listed below:

- The dining hall (This includes the dining room and the servery. Cell phone use is permitted in the lounge and foyer)
- The C/A at any time such as during presentations, shows, and performances
- During classes and exams (unless part of the instruction as directed by the teacher)
- During proctored study hall (unless for academic work and with the permission of the proctor)
- During All School Meetings & Community Meeting Time

Madeira adults reserve the right to limit the use of digital devices if such use is deemed inappropriate.

If a student is found to be in violation of these expectations, she should expect to have the device taken away and/or have the infraction reported to the Dean of Students Office. The adult will decide as to whether they will return the device at the end of the class period or have the student retrieve it from the Dean of Students Office at the end of the day. The Dean of Students has discretion with regard to this policy and if the Dean of Students Office identifies a pattern of misuse they will take the device away for an extended period of time. Parents are always able to make contact with their daughter by calling the Adult-On-Duty desk at 703-556-8211.

**Dress Code**

The Madeira School values girls for their individuality, accomplishments, and contributions to the School and the wider community and, therefore, does not prescribe a uniform style or type of dress for class or after school activities. Girls are expected to dress in a manner that demonstrates respect for themselves and for those in our community. An advisor, faculty/staff member, member of the senior class or student government will speak with a girl whom they feel is inappropriately dressed. If the situation does not allow for a discreet conversation they may instead hand the student a dress code slip which will explain the nature of the violation. The student will be allowed to return to class or the school activity once she makes the required change to her clothing. A student who has been asked by an adult to change will be considered late to her appointment/class.

**The following guidelines are provided to ensure your good judgment:**

- Clothing should be in good repair (no rips, patches, holes, or clothing with inappropriate messages)
- Shoes must be worn at all times for safety reasons
- Bathing suits are acceptable as outerwear only at the pool
- Generally, shorts and skirts should be longer than the tips of your fingers when held at your side
- Clothing should cover your midriff and cleavage
- Strapless tops or spaghetti straps are not appropriate school day dress
- What is underneath should not be visible
- Pajamas or flannel drawstrings pants and loungewear are acceptable only inside the dormitory
- Items that are too tight, too sheer, or too short should not be worn on campus; girls are expected to use good judgment when making determinations about these classifications

**Driving/Parking Regulations**

All student vehicles that are parked on campus must be registered with the Security Office and must display a current school parking permit. Registration forms are available on the Madeira website under Quicklinks - Forms and Schedules. There is a $25.00 fee for each student vehicle parking sticker. Registration forms may be submitted to the Dean of Students Office. Students are expected to park in the lower parking lot adjacent to the student center. Seniors have a senior privilege of parking at the front of this lot in the spaces marked in yellow.

The School reserves the right to suspend or revoke driving privileges for students who violate the following expectations:
● Boarding students may not keep or operate a car, or other motor vehicle at Madeira or in its environs
● Boarding students may not drive to/from campus when on green card or white card
● Pedestrians, joggers, and cyclists always have the right-of-way on the Madeira campus
● Students must report any accidents on campus, no matter how minor, to the Dean of Students Office
● Students are expected to obey the speed limit of 15 mph
● A student must park in the student parking area and may not move her car until she has finished her last obligation for the day (Students may NOT drive to and from the sports fields, C/A, or other areas on campus)
● Cars parked outside of the student parking area are subject to towing at the owner’s expense
● Students may not drive other students off campus without the specific permission of both girl’s parents and the Dean of Students Office
● Students may not be in their cars during the school day
● Day students must have parental permission to ride with another day student

Bicycles, Rollerblades, and Scooters
Students are expected to wear proper helmets and protective gear and to ‘drive’/ride carefully.

Guests on Campus
Girls are welcome to have guests to campus during the following hours:

<table>
<thead>
<tr>
<th>Weekdays</th>
<th>4:30-7:30 p.m.</th>
<th>Saturdays</th>
<th>9:00 a.m.-10:30 p.m.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fridays</td>
<td>4:30-10:30 p.m.</td>
<td>Sundays</td>
<td>9:00 a.m.-7:00 p.m.</td>
</tr>
</tbody>
</table>

The following procedures must be followed:
● The student should send the Adult -On -Duty (AOD) an email to alert them that they have a guest who will be coming to campus. The email should include the name of the guest as well as the arrival date and time.
● The host must sign in the guest with the AOD in the student center upon arrival and sign out upon departure. (Girls are expected to introduce their guest to the AOD and other on-campus adults)
● Students may entertain guests in common spaces such as the student center, dining hall, Main Living Room and Maynard Quad and the Oval. Girls may not be in meetings rooms in these spaces unless they have permission from the Administrator on Duty.
● Each girl is responsible for the behavior of her guests. A visitor who does not follow the School’s rules may be asked to leave and girls may be liable for disciplinary action.
● Girls may not accompany guests to the parking lot after signing them out or be in a car with a guest anywhere on campus.
● Excluding immediate family members, male guests are not allowed in the dorms without specific approval of the dormitory faculty.
● Girls are limited to three guests per visit unless special approval has been granted by the dean of students
● Girls may invite only their own guests and may not sign in another girl’s friends.
● Out of respect for the class, guests may not be invited to classes.
● Guests are not permitted in school vehicles without specific permission from a faculty or staff member.
Common Spaces

Students are expected to care for common areas (dining hall, hallways, computer areas, exercise spaces, student center, common rooms of dormitories, etc.) in a way that shows respect for the housekeeping staff. Students who do not use good judgment in how they treat common areas may be issued a warning by an adult. Warnings will be reported to the Dean of Students Office. A student should expect consequences which may include clean-up duties, GIB, or restrictions of their use of the space.

Searches

The School reserves the right to search persons, backpacks, rooms, lockers, and any other places or articles of property ‘including personal digital devices’ in order to ensure a safe school environment. Any items prohibited by law or by school regulation will be confiscated and consequences will follow.

The Discipline Process

Philosophy and Process Overview

The discipline process is the school community’s response to the concern that a member has violated the values that we hold dear. The process is intended to further educate the student about the School’s values and expectations, hold the student responsible for her actions, remind the student of her commitment to the community, and to educate the broader community. The process outlined below describes the standard process for responses to violations of major school rules.

The School’s discipline process includes an Executive Committee that is chaired by the senior student who holds the elected position of head of judiciary. The Executive Committee consists of six voting members: the heads of boarding, day, and judiciary (student leaders), two faculty members, and the dean of students. Any three members and the dean of students shall constitute a quorum. Every effort is made to ensure that all members of the committee are present. In general, the following steps are followed:

- If a community member believes that an infraction of a school rule or value has occurred, that individual will report the issue to the dean of students.
- The student will be questioned and provided an opportunity to share her story in writing and orally with the dean of students. Students are expected to be honest and forthright during this step.
- Students are expected to cooperate in investigations of infractions. If a student refuses to cooperate, the School reserves the right to respond in an appropriate manner.
- The dean of students, in conjunction with the head of school, will determine whether a rule has been violated and if the case should be presented to the Executive Committee.
- If it is determined that a violation has occurred, parents are notified and the student, with her advisor, will be called forward by the Executive Committee.
- The Executive Committee will hear the case and provide the student with time to share her story, and time for the student’s advisor to support their advisee. The committee also has the opportunity to ask the student questions.
- The Executive Committee deliberates and determines an appropriate response for the student. This response is conveyed to the head of school, who can accept or amend the recommendation.
- The head of school and dean of students will meet with the student and convey the community’s response to her. Parents and the student’s advisor may attend this meeting.
• A letter summarizing the decision will be sent to the family and the student’s advisor. A copy is provided to the College Counseling Office.

• The student will be asked to reflect on her growth and learning at the end of the disciplinary process.

• The School generally shares issues of student discipline at community meeting for the purpose of furthering the educational and learning exposure of students and the community. Names and other identifying information of the individual students are not used.

Students are reminded that honesty is expected at all times during the discipline process, beginning with a student’s initial meeting with an adult about the infraction. Should the dean of students discern that a student was not forthright during the investigation into violations of a major school rule, that information will be shared with the Executive Committee and may have an impact on the recommended consequences. Consequences for violations of school rules and expectations may be, but are not limited to, any one of, or a combination of, the following: no action, requirement of a letter of apology, rescinding of privileges, GIB, counseling, in-school restrictions, suspension, disciplinary warning, disciplinary probation, withholding of reenrollment contract, and dismissal. It is also possible that a student may not represent the school at Madeira functions, including sports practices and games, play rehearsals and productions, Affirmation, or graduation.

If it is determined that the case does not need to go to the Executive Committee, the dean of students will meet with the student and her advisor (or a faculty/staff member of the student’s choice). At any time the head of school may choose to move the case to the Executive Committee.

Often in the days right before a school break, and in the final weeks of school, executive hearing procedures may be modified at the discretion of the head of school. She may, without the Executive Committee, conduct a meeting with the student and her advisor. She may request the presence of the dean of students and/or heads of boarding, day, and judiciary at the meeting.

Disciplinary case records are kept in the Dean of Students Office for a period of five years.

**Understanding Disciplinary Responses**

**IN-HOUSE RESTRICTIONS**

*In-house restrictions* allow for the student to participate in her academic commitments, but prohibit her from participating in any other program elements, including community meetings, advisory, arts programming, and sports.

**DISCIPLINARY WARNING**

*Disciplinary warning* is a category of discipline that is often used for first-time offenses, particularly for younger students. Students who have been part of the community for more than one year are expected to better understand the community’s values, norms, and expectations of behavior. *Disciplinary warning* is assigned for a specific period of time. At the end of this time period, the warning is lifted if the student demonstrates her commitment to the community and her education by displaying acceptable behavior and attitude. Her contract for the next school year may be withheld. If her contract is withheld, a boarder may not participate in room draw.

*Disciplinary warnings* are not reported to colleges. At the end of the warning period, the student will meet with the head of school and/or the dean of students to reflect on her growth during this period.

**DISCIPLINARY PROBATION**

*Disciplinary probation* is a very serious situation and should be considered one step short of separation from the School. *Disciplinary probation* is assigned for a specific period of time. At the end of this time period, the probation may be lifted if the adults who work with the student deem it to be appropriate.
When a student is placed on disciplinary probation, she must demonstrate her commitment to the community and her education by displaying acceptable behavior and attitude. A student on probation may not run for student government. Her contract for the next school year may be withheld. If her contract is withheld, a boarder may not participate in room draw.

Students will be asked to explain reasons for their probation on college applications. The School is required to notify colleges concerning discipline cases that result in probation. Most college application forms have questions concerning the applicant’s disciplinary record. A student is expected to answer such questions honestly. The College Counseling Office works closely with students in these situations. In the event that a student violates a school rule and the response by the School is disciplinary probation, it should be clear to the student and parents that this level of response must be reported to colleges by both the student and the School regardless of when the infraction occurred.

At the end of the probation period, the student will meet with the head of school and dean of students to reflect on her growth.

**SUSPENSION**

A suspension is a temporary separation of the student from the community. Suspensions require that the student may not come to campus or participate in any activity. Students should remember that they might be asked to explain reasons for their suspension on college applications. Students who are suspended may return to school only after a parent conference with the head of school, or in her place, the dean of students. It is expected that a student who has been suspended use the time away from the community to discuss her previous contributions and her commitment to remaining a student at the School.

**Academic Procedures for Off-Campus Suspensions**

- The student is responsible for collecting all her books, assignments, and other materials. The student must submit homework assignments including papers and projects, upon her return to class. Missed tests will be made up the day of return. Faculty members are not responsible for teaching students material missed due to suspension.

- The academic dean will communicate with the family about protocols during this time.

**DISMISSAL/WITHDRAWAL**

The dismissal of a student is at the discretion of the head of school. If she accepts an Executive Committee recommendation for dismissal or reaches that conclusion independently, she will inform the girl’s parents. At the discretion of the head of school, parents may be offered the option of withdrawing their daughter. If a student is dismissed or withdraws because of circumstances surrounding a discipline case, she may not return to campus for at least 12 months without the permission of the head of school. Indication of the dismissal or required withdrawal will be noted on the student’s official transcript. No student dismissed or withdrawn as the result of discipline may reapply without written permission from the head of school.

A student who has been dismissed from school will not receive a Madeira diploma. The student must have approval in order to seek departmental permission to complete work which will be coordinated by the academic dean. Students who are in the process of applying, or who have been admitted to college, must report the change in status. The College Counseling Office will assist and advise the student in the reporting process.

Parents may choose to withdraw a student or the School may recommend withdrawal because of health or other matters of concern. Parents may initiate a withdrawal by writing a letter stating the reasons to the head of school. The Head of School’s Office will then contact the Admission Office, Business Office, Dean of Students Office, and Academic Office before sending written confirmation of the withdrawal to the parent. A student’s grades, transcripts, recommendations, and other official school documents may be withheld if a parent’s financial obligations have not been met at the time of withdrawal.

**READMISSION PROCESS**

Guidelines regarding readmission for students who have been dismissed or who have withdrawn pending disciplinary action are as follows:
In general, in order for a student to be readmitted, she must have been away from campus for a full 12 months. Readmission acceptance is contingent upon the Admission Committee’s evaluation of the student’s performance while away from Madeira. This will include the student’s grades, as well as any work and/or volunteer experience. A student’s conduct during the disciplinary process or withdrawal will be taken into consideration. More detailed information is available from the director of admission.

**OTHER RESPONSES**

Under certain circumstances, as in the case of any drug or alcohol offense, the student may also be required to attend an evaluation/rehabilitation program with her parents as part of the conditions for returning to Madeira. Additional suspension and/or discipline may be recommended on an individual basis. No student dismissed for drug or alcohol offenses may reapply without the permission of the head of school, and not until she has completed a similar evaluation and educational program, and a written report from the counselor of that program has been sent to the School.
Attendance

Academic Office 703-556-8254 or academicoffice@madeira.org
During a Co-Curriculum Module 703-556-8277
Inclement Weather Notifications Emergency alert system and www.madeira.org

Madeira considers attendance and participation in all components of the Madeira program (classes, athletics, arts, Co-Curriculum, and school meetings) to be an essential part of the school experience.

Faculty and staff value the shared educational experiences both in and out of the classroom. We believe it is difficult, if not impossible, to recapture what is lost when missing school obligations. Thus, it is Madeira’s expectation that students will meet all regularly scheduled school appointments including classes, Co-Curriculum, athletic and arts commitments, All School Meetings, class or advisory gatherings, and activities.

The challenging and demanding nature of the program at Madeira makes it essential that students are in attendance. Additionally, part of what strengthens the experience for Madeira students is the contribution of their classmates and teammates. This philosophy drives our attendance and absence policies. We expect and appreciate parents’ cooperation in these policies.

Students are expected to initiate all conversations regarding absences. It is also expected of students that they will make up any worked missed during an absence.

Absence Types

Reported Absences
Reported absences are those absences for which the student and parent have made arrangements with the School prior to missing a scheduled obligation. *(Please note that reported absences do count towards attendance limits and credits as outlined later on in this section.)* They include:

**Illnesses**
Parents of day students must contact the Academic Office. Boarding students must present themselves to the Health and Wellness Center by 7:30 a.m. During a Co-Curriculum module, a parent of a day student would contact the Co-Curriculum Office.

Students who become ill during the day must report immediately to the Health and Wellness Center. Any student who becomes ill while at her internship should immediately contact the Co-Curriculum Office. The Co-Curriculum Office will contact the Health & Wellness Center who will make a determination as to whether the student needs to return to school immediately. If so, they will make arrangements to bring the student back to school.

**Planned Absences**
The School must be alerted, in advance, if a student plans to miss any obligation. Once notified, the Academic Office will issue a Yellow Sheet to the student. The student is required to complete and return the signed yellow sheet to the Academic Office prior to their planned absence. Failure to complete a yellow sheet and return it to the Academic Office before the absence will likely result in the absence being considered unreported.

Teachers may not give tests or graded evaluations on Lunar New Year, Eid al-Fitr, Eid al-Adha, Rosh Hashanah, Yom Kippur, the first day of Passover, or Good Friday. Students must consult the academic dean if a religious observance conflicts with the test schedule on subsequent days. A student who observes major religious holidays not listed should speak with the academic dean.
**Unreported Absences**

An unreported absence occurs when a student does not notify the appropriate office in advance of her absence or her whereabouts are undocumented. In the event that an adult must locate a student who is absent for an obligation, the student will receive an unreported absence for that particular commitment regardless of the amount of time she attends the commitment. If a day student is missing from a commitment, the family will be contacted.

### Attendance Types

<table>
<thead>
<tr>
<th>What Is It?</th>
<th>Procedures</th>
<th>Make Up Work</th>
<th>Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Planned Absence</strong></td>
<td>An absence about which the student and her family are aware in advance, such as religious observations, college visit, family event, or medical appointment.</td>
<td>Parent notifies Academic Office. Student completes yellow sheet.</td>
<td>Counts as one absence for each class missed, unless absence is in observance of a religious holiday.</td>
</tr>
<tr>
<td><strong>Unplanned Absence</strong></td>
<td>An absence for which the student and her family cannot give advance notice, such as illness.</td>
<td>Parents of day students must notify the Academic Office by 8:00 a.m. Boarding students must report to the Health Center prior to start of first class.</td>
<td>Counts as one absence for each class missed.</td>
</tr>
<tr>
<td><strong>Unreported Absence</strong></td>
<td>An absence about which neither the student nor the family has notified the Academic Office.</td>
<td>Further definition: Deliberately skipping part or all class or activity; accidentally missing at least 25 minutes of class; parents’ failure to report a student before 25 minutes into first class; failure to obtain teacher’s signature on yellow sheet.</td>
<td>Submit all homework on the day of return for a 10% deduction; 10% grade deduction for each additional class day late. No credit for in-class exercises missed, even tests. The first occurrence is an infraction. Subsequent unreported absences count as one absence for each class missed. At this point one unreported absence results in a GIB.</td>
</tr>
<tr>
<td><strong>Religious Absences</strong></td>
<td>An absence to observe a major religious holiday off-campus.</td>
<td>Parent notifies Academic Office that student will be absent to observe a major religious holiday off-campus. Student completes yellow sheet.</td>
<td>Submit all homework assignments, including long-term papers and projects before departure. Missed in-class exercises must be made up the day the student returns (the student cannot take tests a day early). The student receives a 24-hour grace period if absent the day before a test and student missed new material. Does not count as an absence.</td>
</tr>
</tbody>
</table>

Submit all homework assignments, including long-term papers and projects before departure. Missed in-class exercises must be made up the day the student returns (the student cannot take tests a day early). The student receives a 24-hour grace period if absent the day before a test and student missed new material. Does not count as an absence.
Weather and Traffic

**Inclement Weather:** Madeira does not follow Fairfax County closings and delays, and instead makes its own determination about whether to close school, open late, or close early for inclement weather. Generally, closures or delays will be communicated via the emergency alert system by 6:00 a.m. The safety of our students is always paramount in weather related decisions.

- On class days, the school typically either closes for the day or open two hours late. Students are expected to do their work on their own or with the help of technology.

- On the first day classes are cancelled in a module, there will be “virtual classes,” which means teachers email students updates and information by 10 a.m. On the second day classes are cancelled in a module, teachers and students should assume we will have class on the Saturday make-up day unless told otherwise. Teachers will still email students by 10 a.m. to confirm what students are expected to do by the next class meeting. On third, fourth, etc. missed days in a module, we will continue with virtual classes.

- Closings and delayed openings are announced on the website, via email, and through the School’s emergency alert system. Students and parents are strongly encouraged to enroll in the emergency alert system. Please do not call security for weather related information.

Traffic in our area is unpredictable and students are expected to leave home in a timely manner. Lateness due to traffic is not typically considered excusable. If an unusual traffic incident has occurred, students are expected to sign in with the Academic Office immediately upon arrival on campus.

Unexpected School Cancellations

Students are expected to have their materials so they can continue to do their academic work even when classes are unexpectedly cancelled, as in the event of bad weather. Students are expected to keep up with their assignment sheets and to check their Madeira email account by 10:00 a.m. each day.

Make-up Policy for Extended Absences from Academic Classes

A student must initiate a meeting with an academic dean upon her return to help arrange a schedule with her teachers for making up missing work.

A student who is absent three or more consecutive classes in one course or three or more consecutive school days due to illness must be prepared to submit all homework and makeup all missed class work, including tests, within 48 hours of her return to class. Students are also expected to provide the Health and Wellness Center with a doctor’s note outlining the condition requiring the extended absence and the treatment for that condition.

A student who is absent three or more consecutive classes in one course or three or more consecutive school days for reasons other than medical must complete and turn in all homework, papers, projects, and/or other out-of-class assignments that appear on the course syllabus before the student leaves. Any missed in-class exercises must be taken on the day of the student’s return.
Unreported Absences
Students must submit all homework on the day of the return. A 10 percent deduction will be taken. An additional 10 percent deduction for each day late will be taken. No credit will be given for any missed in-class exercises, including tests. Any student who intentionally skips a class may be subject to additional consequences.

Absences During Major Assessments
Only under extreme circumstances may students delay a major assessment and only with the prior approval from the teacher and or academic dean. Under no circumstances will students be permitted to take timed major assessment earlier than the day of absence.

Attendance Limits and Credits
There is a limit to the number of reported and unreported absences that a student can accrue. These limits are outlined below. Major religious holiday observations, field trips, attendance for credit-bearing activities that are off campus, and medical leave granted by the School are not considered under the attendance limits and credits policy described below.

Attendance policy: If a student misses more than four class periods (A, B, C Blocks) in a course during a single module for any reason, she will earn a P/F grade rather than a letter grade for her final grade in the course for that module. If the course is a one-module course, the final grade is a P. If the course is a two-mod course, the final grade will be the grade earned in the other module, contingent upon a P. If the course is a three-module course, the final grade will be the average of the final grades in the other two modules, contingent upon a P. If the course is a four-module course, the final grade will be the average of the final grades in the other three mods, contingent upon a P. A student whose attendance results in P/F grades in one module is expected to initiate a meeting with an academic dean to discuss her plan for staying within the attendance limits in subsequent modules. A student who cannot stay within attendance limits for two modules can be expected to meet with the academic dean to discuss whether she can stay at the school to complete the year.

If a student misses more than four activity periods (D Block) during a single module, or season if the activity is an interscholastic sport, for any reason, she is expected to meet with the relevant department chair to develop a make-up plan, which may include her needing to make up the time on a weekend or during a break in order to earn credit for the activity and remain on track with graduation requirements. If a girl fails a D Block activity, she will be expected to meet with an academic dean to develop a make-up plan, as activities are graduation requirements. Making up an activity will likely need to happen during the student’s summer or school breaks.

Athletics
Students may choose to earn athletic credit through a physical education class, dance class, the equestrian program, or membership on a varsity or junior varsity team. Team members are required to attend all team practices and contests, including weekend team commitments.

If a student needs to miss a practice or contest due to a planned absence (i.e., doctor’s appointment, family emergency, or college visit), she must complete a yellow sheet. If a student is medically unable to participate in a practice or game, she must receive a note from the Health and Wellness Center or her doctor. Injured athletes, unless excused by the Health and Wellness Center or athletic trainer, are expected at all practices and contests. Failure to follow these protocols may result in a GIB.

Team members who accrue three or more absences in a season are in jeopardy of not receiving credit for their participation. Missing a regular-season game, tournament, or meet counts as two absences. Any student who misses an ISL end-of-season meet or tournament game will not receive credit unless an exception is made by the athletic director. A student who accrues three or more absences must meet with the athletic director to petition for credit. Credit decisions will be made by the Athletic Department.

Responses for Unreported Absences and Tardies
Students may not miss or be late to obligations to the Madeira program. An unreported absence is considered an ‘infraction’ against the student’s attendance record. Two tardies in the same commitment are also considered as an ‘infraction’. Arrivals
after the expected time (with the exception of those cases where the student is coming from the Health and Wellness Center) will not be excused. Students may advocate for themselves at the Academic Office should they feel that there is an error in the accounting of unreported absences or tardies. The Dean of Students Office administers the response system and will not, under any circumstances, excuse an unreported absence or tardy without notification from the Academic Office. The initial response to a student’s accumulation of ‘infractions’ is the assignment of a GIB hour.

The academic year is divided into seven (7) modules, and the unreported absence/tardy system follows those dates. GIB hours will carry over from one module to the next, but a student’s unreported absences and tardies will revert to zero upon return from winter break. Under this policy, students start with a clean slate half way through the year.

As noted above, in the event that a Madeira adult is forced to locate a student who is not present for an obligation, the student will automatically receive an unreported absence – even if ultimately she is able to participate in any part of the class.

Students and parents can check a student’s attendance record through her My BackPack account. It is recommended that students check this record weekly. If a student feels there is an error with her attendance record, she should immediately contact the Academic Office.

Vacation Travel Arrangements

The calendar for the upcoming school year outlining vacation periods is provided to each family. Madeira expects parents’ full cooperation in making transportation plans for their girls that are consistent with the published times and dates of departure and return.

If a student requires assistance with transportation (i.e. shuttles, sedans, or taxis) for a school break, a travel form must be completed and returned to the Adult on Duty (AOD) by the student one week before the departure. This form will be made available by the Dean of Students Office. On that form, the student can indicate how she would like to depart (i.e. taxi, sedan, etc.). The AOD will then make the appropriate reservations with Madeira’s partner companies and ‘charge home.’

The School is not responsible for providing travel arrangements for students who do not meet set deadlines. All boarding students must sign out for each departure, regardless of whether or not they complete a travel form.

For Thanksgiving, winter, and spring breaks the School may provide bus service or shuttles to and from the Reagan National Airport, Dulles International Airport, and Union Station train station as needed. Sign-up sheets for the shuttles will be available in the Dean of Students Office two weeks prior to the vacation departure. A student who wishes to sign up for these shuttles must list both her name and the flight departure/arrival time on the form. A student wishing to utilize these shuttles must also fill out a travel form and return it to the AOD by the appointed deadline. The fee for shuttle service is $25.00 each way.

Shuttle service for the closing of school is scheduled on a need-determined basis. A summer travel form will be required from all boarding students for their return to school as part of their Dean of Students Office summer forms. Madeira has accounts with two local taxi and sedan services:

- The Yellow Cab Company 703-534-1111
- Private Executive Services 703-200-0186

These companies accept credit cards any any student who is going to be using them is strongly encouraged to have a credit/debit card. Should a student require assistance from the Dean of Students Office in order to use one of these companies for transportation, a travel form (made available by the Dean of Students Office) must be submitted one week in advance of the vacation (students are reminded to do so via email). The Dean of Students Office will make the necessary reservations and provide for the required ‘charge home’ fees.

Parents and students are welcome to make their own reservations with any transportation company.
Change in Plans
Should travel plans change, the student must notify the Adult on Duty (AOD) at 703-556-8211 as soon as possible to ensure the appropriate drivers are notified of the change. In the event that the AOD desk is closed, students must contact their dorm faculty (dorm cell phone) and security at 703-556-8269, who will notify the administrator on duty. Failure to communicate changes in travel plans will be treated like an unreported absence. Students who fail to communicate changes or cancellations are also not guaranteed transportation from the school and may be charged a ‘no show’ fee from the company.
Academics

Academic Dean  M.A. Mahoney  703-556-8249
Assistant Academic Dean  Katherine McGroarty  703-556-8240
Academic Office  Carol Walker  703-556-8254
Learning Specialist  Audra Krupp  703-556-8322

Graduation Requirements
Each year, students must be enrolled in and pass between 18-21 modules of course/Co-Curriculum and seven modules of activities/Co-Curriculum to be on track for graduation.

Graduation Requirements Summary

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>REQUIREMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activities</td>
<td>Six or seven blocks, depending on internship, including four athletic for grade 9 and three for grades 10, 11, &amp; 12</td>
</tr>
<tr>
<td>Arts</td>
<td>One year or 3 blocks (Performing or Visual)</td>
</tr>
<tr>
<td>Co-Curriculum</td>
<td>Three years at Madeira</td>
</tr>
<tr>
<td>English</td>
<td>Four years (3 blocks per year)</td>
</tr>
<tr>
<td>Student Life</td>
<td>Class of 2018 &amp; on: 2 blocks ninth grade year, 1 block in 10, 11, or 12</td>
</tr>
<tr>
<td>History</td>
<td>Two years (Modern World History and U.S. History or equivalent)</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Three years at Madeira (9 blocks)</td>
</tr>
<tr>
<td>Science</td>
<td>Two years at Madeira (6 blocks) (Biology, Physics, Chemistry)</td>
</tr>
<tr>
<td>Technology</td>
<td>Demonstrated Competency</td>
</tr>
<tr>
<td>World Languages</td>
<td>Successful completion of Madeira 3rd level (same language) or 9 blocks of the same language. Must complete one year (3 blocks) of Madeira language, even if student places beyond Level III.</td>
</tr>
</tbody>
</table>
## Requirements for Students Who Enter in 11th Grade

<table>
<thead>
<tr>
<th>Subject</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activities</td>
<td>Six blocks, of which three must be athletic</td>
</tr>
<tr>
<td>Arts</td>
<td>Two blocks at Madeira or full year at previous school (Performing or Visual)</td>
</tr>
<tr>
<td>Co-Curriculum</td>
<td>Two years at Madeira</td>
</tr>
<tr>
<td>English</td>
<td>English III, English IV (3 blocks per year)</td>
</tr>
<tr>
<td>History</td>
<td>U.S. History (3 blocks) or if U.S. completed, course per Academic Dean</td>
</tr>
<tr>
<td>Mathematics/Science</td>
<td>Three full courses (9 blocks) at Madeira so long as both disciplines are studied</td>
</tr>
<tr>
<td>World Languages</td>
<td>Two full courses or 6 blocks at Madeira if student places into Level I or II; one full course or 3 blocks if student places into Level III or above.</td>
</tr>
</tbody>
</table>

### International Student English Program
The International Student English Program provides Madeira girls with specifically tailored English language instruction. The purpose of the program is to help international students build the language skills which will help them thrive in a college-prep environment in which the target language is English. Additionally, students in this program are waived from the language graduation requirement and they are eligible for extra time on some tests, quizzes, and in-class essays.

### Yearlong or Semester Off-Campus Programs
Students at Madeira may apply for yearlong or semester programs. The head of school, the academic dean and the director of admission will review each application. Criteria for approval of the application includes the following:

1. the program can serve as an alternative to the graduation requirement of a Co-Curriculum experience;
2. the student will take courses that are equivalent in level to those offered by Madeira, so that she will be able to earn academic credits in those program in lieu of the Madeira classes;
3. the student has been enrolled at Madeira for at least two years and is in good standing;
4. the student and her parents understand that enrollment in advanced level classes upon return to Madeira (AP and next-level courses in many subject areas) may be impacted by participation in this program.

It is strongly encouraged that families who are considering application to this program consult with the college counseling office prior to enrolling in this program. If the program is a half-year course, the full year Madeira tuition will be charged, unless it is through a program affiliated with Madeira. In the case of a full year program, a fee will be assessed in lieu of tuition. Please contact the director of admission for more information. If a girl participates in a full year program, and chooses to remain enrolled at Madeira while participating in the program, she is eligible to receive the same benefits as students in her class. This would include college counseling, permission to participate in graduation and related activities.

### Early Departure for College
In rare instances, a Madeira junior will complete eleventh grade and then go to college rather than completing her senior year at Madeira. If a girl has such a plan, and wishes to receive a diploma from Madeira at a later time, she must apply for permission to take the remaining courses at the college to which she will enroll. The head of school, the academic dean and the director of admission will review each application. Criteria for approval of the application include the following:

1. the courses meet the same standard (length of time, qualify of assessment, type of rigor) as the course at Madeira;
2. the student successfully completes the course with a passing grade;
3. the course is graded in a letter grade, rather than on a pass/fail basis;
4. the student will receive full college credit upon completion of the class.
Because the student is already enrolled in college, she would not be enrolled at Madeira, not pay a fee of any kind to Madeira, and therefore not participate in any school programs, including college counseling or graduation.

Academic Support Systems and Programs

**Academic Office**
The Academic Office works with students to help them understand how to achieve successful academic careers at Madeira. Functioning as resources, in addition to teachers and the advisor, the Academic Office staff can help students build study skills and/or set priorities. Students are encouraged to stop by the Academic Office for a visit. On occasion, the academic dean may ask a student to come in for a conversation about her academic goals, her recent successes, or her academic needs.

**Skills Center and Learning Specialist**
The Skills Center is a pleasant and welcoming place for students to work independently, collaboratively, or one-on-one with the learning specialist. Services offered and conference topics include academic and organizational coaching, study skills analysis, project planning, and other academic or learning support, as needed.

Qualified students with documented learning differences and other health issues may require reasonable accommodations. In order to determine eligibility for accommodations, testing must be submitted and reviewed by the School’s consulting psychologist, learning specialist, and the academic dean. Please contact the learning specialist or academic dean for more information.

**Huffington Library**
The Huffington staff welcomes Madeira students, faculty, and staff to use the library for research, recreational reading, and browsing. The library is also a popular site for group study and meetings. Two conference rooms, an upstairs seminar room, the Fiction Room, and/or the audio/visual room may be reserved for those purposes. The library also provides access to the Internet, online databases, and other programs through the School’s computer network. A collection of educational and recreational movies is also available for checkout. Library staff members are available to give assistance and provide guidance in locating materials, including searching nearby academic and public library collections.

There is no limit to the number of books a student may borrow. However, all materials must be checked out to the student before being taken from the library. Circulation periods vary according to the type of material. Students will be informed of due dates and renewal procedures. Additionally overdue notices will be sent via email twice weekly. If any student is found to have unreturned library materials on her account, she will be charged the price of the item and an additional processing fee for replacement. All grades will be held until student accounts are cleared.

Madeira girls may always count on the library to be a quiet, comfortable, study-friendly place. Socializing, active conversations, sharing email/online pictures, and having a laugh with friends are all welcome in many places on campus, but are not appropriate activities in the Huffington Library.

**LIBRARY HOURS**

<table>
<thead>
<tr>
<th>Day</th>
<th>Hours</th>
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<tbody>
<tr>
<td>Monday – Thursday</td>
<td>7:30 a.m. - 9:30 p.m. (Closed for a period on Wednesdays for community dinner)</td>
</tr>
<tr>
<td>Friday</td>
<td>7:30 a.m. - 5:00 p.m.</td>
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<tr>
<td>Saturday</td>
<td>12:00 p.m. - 5:00 p.m.</td>
</tr>
</tbody>
</table>
Sunday 12:00 p.m. - 9:30 p.m.

Please note: Library hours are subject to change during holidays and vacations.

**Evening Study Hall**
Evening study hall is open to all students. It is required for all boarding students, except seniors, and runs Sunday through Thursday, 7:30 p.m. - 9:30 p.m. The study hall period is a quiet, proctored time for students. Further details are provided in the *Residential Life* section.

**Books**
Madeira is partnering with ClassBook.com to help facilitate the purchase of textbooks and digital content. Students may purchase books from any supplier. Many of the textbooks come in a digital format that students may purchase. If you are purchasing books from an alternative supplier, please check the ISBN carefully. Title, author, and ISBN information can be found through ClassBook.com. All students are expected to have their books for the first day of class. Visit [www.classbook.com/MADEI.asp](http://www.classbook.com/MADEI.asp) to place your order.

**Email**
Students are required to check their email accounts a minimum of once a day and are expected to check their My BackPack account and Haiku regularly. Students are held responsible for all information provided via this school-wide communication system.

**Study Groups**
Many girls enjoy studying in groups. Usually, girls take the initiative for forming their own study groups, but teachers and advisors can provide advice on forming the most beneficial group.

**Tutoring**
The academic dean, in consultation with teachers, may recommend or require tutoring if a girl has a significant absence or appears to have significant gaps in her learning. The School asks that parents and girls not employ tutors without first discussing the options with an academic dean or the learning specialist. It may be that school supports are not being sufficiently used, and that employing a tutor is a premature step or a step that does not support the goal of independent learning. Students also need to understand how to work with a tutor in a way that does not put them at odds with our academic honesty requirements. The learning specialist can often recommend tutors who are familiar with the School’s expectations. Families inviting a tutor to work with their daughter on our campus must make arrangements with the learning specialist at least one week in advance. Parental approval is required in order for a tutor to work with a student on campus. The learning specialist will coordinate tutor arrangements.

Students in AP-level courses should not be working with tutors; instead, they should be redirected to a course that offers a more appropriate challenge.

**Evaluation**
Students are evaluated in many ways, depending on the individual department’s goals and methods. Homework, classroom performance, tests, and quizzes, as well as special projects, papers, and lab reports are the usual methods of assessment. The assignment sheet and syllabus describe and list evaluation methods.

Students who miss school for either a reported or unreported absence must make up all work missed. Please refer to the *Attendance* section for these policies.
Grading
The Madeira School uses the following guidelines for grading in all academic courses.

Grade A- (90-92); Grade A (93-96); Grade A+ (97-100)
Superior work marked by:
- Regular and thorough preparation
- Exceptional grasp, both of material and mechanics of subject and good recall
- In independent work, demonstration of capacity for individual interpretation and analysis of materials derived from inquiry in depth, for discriminating selection of materials, and for clear and interesting presentation

Grade B- (80-82); Grade B (83-86); Grade B+ (87-89)
Strong work marked by:
- Regular and thorough preparation
- Thorough grasp, both of material and mechanics of subject
- Capacity to recall material and make relationships to new material
- In independent work, a demonstration of depth of thought, of careful attention to sources and selection of material, and of capacity for clear presentation

Grade C- (70-72); Grade C (73-76); Grade C+ (77-79)
Satisfactory work that may be marked by one or a combination of these:
- Adequate grasp of material and mechanics of subject
- Somewhat irregular preparation
- Study and reading skills not yet fully developed
- Tendency to rely on memory rather than to identify relationships
- Limited focus on the material or topic
- In independent work, a survey approach rather than inquiry and analysis in depth; presentation may contain several mechanical errors

Grade D- (60-62); Grade D (63-66); Grade D+ (67-69)
Less than satisfactory work that may suggest inability to continue more advanced work in the subject with success. Often marked by:
- Hasty, irregular, inadequate preparation
- Undeveloped study skills and/or reading ability, limited motivation
- Numerous errors in mechanics, presentation or completion of work

Grade F (59 or below)
A term grade of 59 or below is a failing grade. A student receiving an F will be instructed as to whether she may retake the course at Madeira, or at an approved summer school, to earn the credit. In some cases, a student with a term or final grade of an F will be notified that her enrollment at Madeira must end.

Homework Guidelines
Students in ninth and tenth grades in three courses in a module can expect between 10 and 15 hours of homework and study, in total, per week. Eleventh and twelfth graders in three courses in a module can expect between 15 and 20 hours of homework and study, in total, per week. A student who has chosen to enroll in an AP course may find that the work in the class exceeds these school limits.

Other than one night’s assignment, teachers may not give homework over Thanksgiving, winter break, or spring break unless the course is an AP-level course. Students may choose to work ahead on long-term projects during these breaks, but they may not be given long-term assignments to be completed over the break unless they are for an AP class. (AP students can expect work throughout the year, even during long breaks.)

A language and/or math teachers can expect a student to spend ten minutes (per department) on homework daily, five days a week, during modules when the student does not have a course in that department.
A student who hands in a late assignment will have her grade lowered by 10 percent of the original value of the assignment for each school day the work is late. For a successfully completed paper or homework assignment submitted more than four days late, a student can earn no more than an F/59. Missed points will be deducted from the 59 maximum grade.

**Assessment/Test Calendar**

Tests, in-class writings, and quizzes and assessment given on a regular basis in all classes. All major evaluations are counted as tests and are listed on the official test calendar on Haiku. Any in-class graded exercise that takes at least 40 minutes will be treated as a test and will appear on the test calendar on Haiku. If the test calendar reveals that a girl has more than two tests in a single day, the girl may, a day or two in advance, reschedule the test(s) so that she never has more than two tests in one day. She would take the first two tests listed and reschedule the other one(s) after that. The student makes these arrangements with her teacher. If a department offers an exam or a final assessment, the exam will be given in class.

**Grace Periods**

With prior approval of her teacher and advisor, a student may be granted a grace period (of up to two class days) in which to complete an assignment or take a test. Only one such request per class may be granted per module. Most teachers and advisors require that requests for grace period be made in person and at least 48 hours in advance. Students work directly with their advisor and teacher regarding grace periods and related questions. Students should think of the grace period as a planning tool that can help them manage conflicting obligations, not as a reward for those who have not kept up with their work, because teachers and advisors may deny the request. Teachers can mark certain assignments ineligible for grace periods. Note that a student may not extend a grace period with an absence or by an upcoming break without the work suffering late penalties. Abuse of this privilege or the attempt to circumvent the intent of this privilege will result in a meeting with the academic dean.

**Advanced Placement Exams**

All Madeira students in AP courses are required to take the AP exams and to have those exams scored and reported by the Educational Testing Service. Students who sign up to take an AP exam that is not connected with a Madeira AP course, such as English Language and Composition, will be charged for the cost of the exam plus an administrative handling fee if they do not take the exam. Students are expected to attend all classes before and after their AP exams each day. They are not expected to take tests, quizzes, etc., in those classes on the day of an AP exam. Teachers have the option of changing course deadlines to accommodate students taking multiple AP exams.

**Communicating Grades With Students**

All teachers will have open gradebooks on My BackPack. All work will be graded within one week of being submitted. Grades will be posted approximately one week after the end of each mod. A teacher will communicate with a student, parents, advisor and academic dean when the student:

- Has an average of C- or below
- Has a grade that shows a significant drop from the previous marking period
- Shows a significant change in behavior, or about whom there is concern about overall attitude and performance

**Academic Warning**

A student is considered on ‘academic warning’ if her grades are in the D range. Additionally, if a student begins to have academic difficulty or when work is consistently late or missing, the teacher will notify the student’s advisor and the academic dean. If, in the judgment of the academic dean, the student’s work warrants particular concern, that student may be placed on academic warning. A student on academic warning may make herself ineligible to receive financial aid.

When a student is placed on academic warning, the academic dean will meet with the student to discuss her work and, consulting with her advisor, her teachers, and her parents, will outline a course of action, which may include:

- Adjusting the student’s program of study
- Requiring that the student have regularly scheduled conferences with her teachers, her advisors, the Learning Specialist, and/or the school counselor
- Requiring special study arrangements, including evening monitored study hall, or Saturday morning study hall
- Recommending tutoring or diagnostic testing
- Recommending and/or curtailing the student’s extracurricular activities, including running for student government office

**Academic Probation**

If a student receives one F or two Ds as a final grade in any module, she will be placed on academic probation. Academic probation results in an evaluation of the student’s future in the school. Her contract for the following year may be withheld or, if already signed, may be withdrawn or put on hold. A student on academic probation may not run for student government or participate in room draw. A student on academic probation will not be eligible for financial aid.

**Academic Expectations**

**Classroom Expectations**

A student must be in her seat before the bell rings, ready for class to begin. Students are expected to be prompt to all classes. They should go directly from All School Meetings to the next class. Arrivals after the class bell will not be excused. If a previous class teacher has detained a student, she will still be marked late. Students are responsible for reminding their teachers that they need to go to class. Students who do not have all class materials (books, notebook, and supplies) may be asked to leave class and will be considered tardy.

**Attendance and Testing on Major Religious Holy Days**

Teachers may not give tests or graded evaluations on Lunar New Year, Eid al-Fitr, Eid al-Adha, Rosh Hashanah, Yom Kippur, the first full day of Passover, or Good Friday. Consult an academic dean if a religious observance conflicts with your test schedule on subsequent days.

Some Madeira students observe other holy days. Therefore, additionally, an absence to observe a major religious holy day (at a place of worship) that falls on a class or Co-Curriculum day will not be counted toward the attendance limits. Girls will be expected to plan ahead so they can stay up-to-date with schoolwork.

**Withdrawing from a Class**

Any student wishing to change her schedule after the start of a module must complete a course change form available from the Academic Office and obtain all necessary signatures, including those of her advisor and the academic dean. Any course changes must be done within the first two days of the start of a module.

If a student drops a course or an activity after the first two days, the course will appear on the transcript or the activity attachment with an indication of her status at the time of withdrawal (i.e. Withdrawal Passing or Failing). Exceptions may be granted by the academic dean only for illness or other special circumstances. If a senior changes a class, she must notify the registrar that an updated transcript may need to be sent to any colleges to which the senior has applied.
College Counseling

Director of College Counseling                      Sheila Reilly                703-556-8209
Associate Director of College Counseling           Linda Mathews                703-556-8263
Registrar                                          Mitzi Arena                  703-556-8319

The Madeira School College Counseling program is closely aligned with the core skills and values that form the overall academic mission. College counselors work individually with girls and families and offer programs spanning all grade levels. The intent is to encourage thoughtful introspection across the high school experience so girls will be empowered in all aspects of decision-making regarding their futures.

Registrar

The registrar keeps all official school documents. Should you need a Letter of Attendance or transcript for insurance, driver license application, or for summer or scholarship programs, please contact our registrar Ms. Arena in writing. Her e-mail address is marena@madeira.org. You may also use this link to request an official transcript. Please note, all document requests must be made in writing and with two weeks notice. http://www.madeira.org/academics/college-counseling/request-a-transcript/
Co-Curriculum Program

Senior Director, Assistant Head of School  Andrée Withers  703-556-8212
Director  Kerin Hamel  703-556-8383
Program Manager  Whitney Morgan  703-556-8277
Program Assistance – Fall 2015  Camila Salaverria  703-556-8383

Madeira’s Co-Curriculum program has served as the standard for experiential learning for more than 40 years. When Madeira girls graduate, they possess an outstanding record of service, a resume that speaks to their accomplishments, and a clearer sense of their own personal strengths, learning styles, and aspirations. Completion of the Co-Curriculum program is a graduation requirement and students who do not meet the Co-Curriculum program requirements will not be eligible for graduation until that requirement is met.

Program Overview and Placement:
- educates girls for leadership, citizenship, and service
- helps students bridge the gap between secondary school and future goals
- develops self-confidence and an ability to work in a diverse community
- provides an opportunity to understand the needs of a community in a local, national, and global context
- enhances a student’s personal understanding of serving fellow citizens
- teaches her how to utilize the resources available in the Washington, D.C. metropolitan area as an extension of the Madeira academic program
- provides opportunities for progressive degrees of independence and is designed to respond to the needs of students at each level of their development
- In the unlikely event that a student needs to switch her placement during a module, medical and safety concerns are usually the reason. Given this, a physicians note may be required.

Credit and Evaluation
Co-Curriculum is an assessed component of the School’s program. Through projects, attendance and the capstone experience for sophomores, juniors and seniors, a girl’s full participation and effort will be reflected in credit and assessments given. Over the course of the modules, sophomores, juniors and seniors are routinely evaluated by their supervisors as well.

As it is required in the academic classes, regular attendance is expected, required and critical for a full experience within the five-week module. In the unlikely event that a student accrues more than two absences from Co-Curriculum per module, she must make up the hours missed by working at her placement during weekends or another agreed upon time. If makeup work at the placement is necessary, students are expected to provide their own transportation. Report cards, transcripts, and diplomas will be withheld until these days are made up. The Co-Curriculum Office must receive written or verbal confirmation from the site supervisor within a week of completing the make-up hours.

Attendance

Planned Absences
If a student needs to miss a Co-Curriculum day due to planned absence (for example, doctor’s appointment or a college visit), her parent/guardian must request and submit a yellow sheet from the academic office academicoffice@madeira.org, 48 hours prior to the planned absence and submit it to the Academic Office. Additionally, the student must follow the correct sign-out protocol laid out by the DOS. Failure to meet this deadline or follow any of these steps may result in disciplinary action.
Students are expected to plan ahead. College visits, family travel, medical absences, or other appointments count as absences. Junior and senior students have the responsibility of notifying their placement supervisor for any absences. The Co-Curriculum Office should be copied on these emails, or notified when a phone call has been made. Failure to notify the supervisor may result in disciplinary action.

**Illness**

If a boarding student is unable to attend Co-Curriculum because she is sick, she should check in to the Health and Wellness Center by 7:30 a.m. to be evaluated by one of the nurses. It is the student’s responsibility to email or call her supervisor before 8:30 a.m. to let her/him know that she will not be at her placement that day. A day student who is absent is expected to email or call the Co-Curriculum Office and her supervisor before 8:30 a.m. and will not be permitted to attend or participate in afternoon or evening events on campus.

If a student becomes ill while at her placement, she should email or call the Co-Curriculum Office and the School will arrange transportation back to campus. Students on medical leave from school will not have to make up Co-Curriculum hours missed during the leave. However, an extended medical leave may require the student to change her placement upon her return to school.

**Tardies**

Lateness to Co-Curriculum is unacceptable as it impacts transportation schedules and the placements of other students. As noted in the Attendance section of this handbook, one tardy will automatically result in an infraction. Students will receive a tardy for the following:

- Arriving late for Co-Curriculum transportation (one tardy/infraction for every five minutes late)
- Arriving late to a Co-Curriculum class or program
- Arriving late to Health and Wellness Center on a Co-Curriculum day (students must be checked in to the Health Center by 7:30 a.m.)

In the event that a student misses school transportation because of lateness, alternative transportation will be provided through a taxi or sedan service. Students who are late and miss school transportation are responsible for cab/sedan charges.

**Medical Leave of Absence**

If a student has been granted a medical leave of absence by the Head of School, in consultation with the director of health services or the school counselor, the dean of students, and the academic dean, the Co-Curriculum Office will honor the same attendance policy. Absences accrued during a granted medical leave will not count against a student’s total allowed absences.

For students preparing to return from medical leave, the Co-Curriculum office, working with the Academic Office, will establish requirements for making up the missed placement time on an individual basis so as to satisfy the full Co-Curriculum requirement.

**Expectations**

**Representing the School**

Participating in the Co-Curriculum program is a privilege, and students are expected to conduct themselves professionally at their Co-Curriculum placements. Each organization offering a placement has its own policies and procedures which students are expected to follow in addition to all school rules and values. Failure to follow school and/or placement organization rules may result in disciplinary action.

**Dress**

All students are expected to dress professionally and according to the standards deemed appropriate by the Co-Curriculum Office and their placement supervisors. Every student is a representative of Madeira when they leave campus and we expect students to dress appropriately. The Co-Curriculum Office communicates the standards of appropriate dress for each grade.
level. In the event that a student arrives inappropriately attired, she will be asked to change prior to departing campus, and she will be given a GIB.

**Leaving Placement**
Students may not leave their placements for any reason without permission/acknowledgement from the Co-Curriculum Office. Sophomores may leave their place of work only in the company of their supervisor. Any exception to this must be made with the specific permission of the Co-Curriculum Office. Juniors and seniors may leave their place of work if sent by their supervisors on a work-related assignment. Students must ensure that their office knows where they are at all times. No student may arrive late or leave her placement early without specific permission given by the Co-Curriculum Office. Violation of this policy is considered a safety risk and may result in disciplinary action. Students should have their cell phones at all times.

**Lunch**
Lunch times will be determined by Co-Curriculum placement supervisors, but will not exceed one hour. Juniors and seniors may eat in restaurants within a short walking distance of their offices as directed by their supervisor. Sophomores are not permitted to leave their placements unless accompanied by their supervisor.

**Closed Placements**
If a student’s placement is closed on a Co-Curriculum day within the module, she must report to the Co-Curriculum Office by 8:30 a.m. In these cases, students are re-assigned to work on campus.

**Transportation**
Madeira provides transportation to and from Co-Curriculum placements. Senior day students may, with permission from their parents and the Co-Curriculum Office, provide their own transportation. Under special circumstances, a boarding student, with appropriate permissions, may be allowed to drive, and if appropriate, drive with a day student. Student safety when being transported in the Washington D.C. metro area is important, and the School expects all girls to act in a manner that reflects this by following all directions given by placement and Madeira adults as well as following all Madeira rules and guidelines regarding personal safety. If a student’s transportation plans change at any time, parents must email the Co-Curriculum Office as soon as possible to ensure that school transportation can be provided.
Athletics

Athletic Director      Sue Cabot   703-556-8251
Assistant Athletic Director  Caitlin Williams 703-556-8321
Athletic Trainer       Dana Woodard  703-556-8305
Director of Equestrian Programs  Ian McCartney 703-556-8276
Director of Strength and Conditioning  Christa Dalakis 703-556-8321

Philosophy

Through its offerings, the Athletic Department hopes to inspire every girl to be an athlete. The program fosters attitudes and behaviors that are essential to maximizing one’s potential. Participation is an integral part of each girl’s education. It provides her with the opportunity to develop physically, emotionally, and mentally. Athletics serve as a platform for girls to mature into competent and confident leaders who exhibit integrity, spirit, compassion, resiliency, courage, sportsmanship, and teamwork. At Madeira, we believe that a girl’s participation in athletics cultivates habits, which encourage a positive attitude toward the physical well-being and care of her body, and develops skills which can be enjoyed throughout a lifetime of active participation in sports and other fitness activities. Students are encouraged to take advantage of the diverse program that the department offers.

Interscholastic Athletics

Madeira is a member of the Independent School League (ISL) which consists of private schools in the Washington D.C. metropolitan area. The ISL’s main purpose is to provide female students at the member schools ‘a quality athletic experience through structured league play; to provide for recognition of school, team, and individual accomplishments; and to promote sportsmanship, good will, and healthy rivalries among member schools and their athletes.’

Madeira also belongs to the Virginia Independent School Athletic Association (VISAA). The VISAA seeks ‘to develop and implement athletic policies and guidelines that promote participation, sportsmanship, leadership, and professional development among schools...’

Riding Program

Over the past 70 years, the riding program has been an important part of the athletic curriculum at Madeira. Designed to challenge both the beginner and the experienced rider, the goal of the program is to develop self-assured and disciplined riders capable of participating in a wide range of equestrian activities. Instructors are committed to assisting each rider with developing her talents and skills and achieving a sense of individual accomplishment.

RIDING CLASSES

Students enrolled in the program receive physical education credit and are scheduled to ride two times per week. Instruction in hunt seat equitation and stable management skills are incorporated in the regular curriculum. Students are encouraged to spend time at the stables and ride independently outside of class on weekends. Riders may enroll by module or for the entire year. Students boarding their own horses must participate in the riding program.

COMPETITION

Madeira fields a varsity and junior varsity riding team and competes in several interscholastic show series including the
National Interscholastic Equestrian Association. Riders of all levels are encouraged to try out for the team. Several in-house shows and special events are held throughout the year. Riders may also compete on privately owned or school-owned horses at local and rated shows including hunters, jumpers, equitation.

**Facilities**

The Hurd Sports Center is home to many athletic activities and team sport offerings at Madeira. The complex includes a six lane, 25-yard pool with a diving well, a basketball court that doubles as two full volleyball courts, the athletic training room, locker rooms, a conference room, the cardio center, the strength space, a dance studio, and the Athletic Department offices.

**OTHER FACILITIES INCLUDE:**

- A regulation soccer field
- A regulation field hockey/lacrosse field
- A practice field
- Two softball diamonds
- Six outdoor tennis courts
- A 5K cross country trail
- The Gaines Indoor Equestrian Center and outdoor riding ring
- 30-stall stable facility

**Team Sports**

Teams are selected by ability and by a student-athlete’s performance during tryouts. The number of teams for each sport and the availability of a particular sport may vary in a given year.

The varsity level of a sport requires student-athletes to possess a certain skill level as student-athletes compete at a more advanced level of play. The junior varsity level of a sport does not require any prior experience with a sport. As a result, JV sports focus more on developing and honing sport-specific skills, strategies, knowledge of the game, and rules.

**Team Captains**

Team captains are chosen for all varsity and junior varsity team sports. Varsity team captains participate in programming geared toward student leadership training that is offered through the Athletic Department.

**Team Managers**

Students may fulfill their athletic activity/team sport requirement by participating as a team manager. All varsity sports have a team manager. A team manager is required to attend all team commitments in order to receive credit. Junior varsity teams have a team manager on an as-needed basis.

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Athletic activity classes are non-competitive courses that serve to provide students with an opportunity to maintain physical fitness and promote the acquisition and development of personal health and wellness skills.

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Independent Athletic Activity/Team Sport Credit
Independent athletic credit is available for students who can demonstrate a commitment to a sport or activity that may or may not be offered by the School. A student may apply for independent athletic activity/team sport credit through the Athletic Department, who will consult with the Academic Office. In this application, a student must demonstrate that she practices at least eight hours per week and participates in games/competitions. A student cannot receive independent athletic activity/team sport credit and an on-campus activity credit in the same season. In addition, a student may not receive independent athletic credit for an off-campus team unless she participates on the Madeira team of that same sport. To obtain the independent activity credit application please contact the athletic director.

Elite athletes are expected to share their talents with a Madeira team. Therefore, students who apply for independent athletic activity/team sport credit must participate in at least one Madeira athletic activity/team sport per year.

Independent athletic credit will not be granted retroactively.
Practices
Practices for interscholastic team sport practices occur from 2:45-4:45 p.m. on Mondays, Tuesdays, Wednesdays, Thursdays, and Fridays. Games regularly occur during the late afternoon. Games usually occur between 4:15 p.m. and 6:15 p.m. during a season, athletes may also have practices, games, or tournaments on the weekends. Athletic schedules are posted on the athletics page of the Madeira website for all team sports.

Athletic activity classes occur during D Block between the hours of 2:45-4:45 p.m. The schedule of classes is distributed by the Academic Office prior to each trimester.

Preseason Training and Vacations
For the 2015-2016 school year athletes who wish to try out for a varsity team will return to school for fall preseason during the week before classes begin. Students who fail to make the varsity team during tryouts will be considered for the junior varsity team tryouts.

At times, team sport commitments will occur on Saturdays, during a scheduled Madeira vacation or day off. Coaches will notify student-athletes at the beginning of the season if such conflicts exist in the schedule. Students are required to attend as part of their commitment to the membership of the team. However, in the event of a conflict, it is expected that the student-athlete will discuss the conflict with the athletic director and her coaches as soon as possible.

Attendance Limits and Credit
Students participating in athletic activities (non-team sports) will receive a syllabus from the activity instructor that outlines course expectations and attendance policies. The student and family (or advisor) must sign off on the contract. Students may not miss more than four classes per season. Students who miss more than four classes may not receive credit. Major religious holiday observances are not recorded as an absence and students must provide their coach/instructor with a yellow sheet for a planned absence.

Students who participate in team sports are required to abide by the following attendance expectations:

1. Student-athletes are expected to attend every practice and every game, including weekend commitments
2. Student-athletes are expected to arrive on time.
3. If a student intends to miss practice because of a planned absence, she must complete a yellow sheet, signed by her coach as well as the athletic director, at least 24 hours in advance of the absence. Failure to follow this protocol will result in a GIB.
4. In the event of an illness or injury, the student-athlete must be excused from practice by the Health and Wellness Center, the athletic trainer, or by a physician; failure to follow this protocol will result in a GIB.
5. If a student plans to miss a game or tournament for any reason, she must initiate a conversation with the athletic director. Her parents must contact the athletic director prior to the event; The student must also complete a Yellow Sheet as required by the Academic Office.
6. Team members who accrue four or more absences in a season are in jeopardy of not receiving credit for their participation. Missing a regular-season game, tournament, or meet counts as two absences; any student who misses an ISL end-of-season meet or tournament game will not receive credit unless an exception is made by the athletic director; a student who accrues four or more absences must meet with the athletic director to petition for credit.

The Health and Wellness Center staff, the athletic trainer, or a personal physician must evaluate any student who is unable to participate in her after-school athletic activity/team sport due to illness or injury. A student who needs to be excused for more than three days must have a note from a physician describing the nature of the illness/injury, the treatment or limitations, the duration of restrictions, possible alternative physical activity, and any follow-up care required. The student must also have a clearance note from her physician stating that she may return to play. Until this required paperwork is received by the Health and Wellness Center, missed athletic activities/team sports due to illness or injury will be counted as absences. A long-term activity restriction requires medical re-evaluation every season.
Coaches will determine and communicate at the start of each season the repercussions for absences (e.g. not starting a game). Absences will be immediately reported by coaches and repercussions will be enforced consistently.

The Athletic Department employs a ‘no quit’ policy with regard to all athletic team commitments of its students. This policy requires every student to fulfill her seasonal commitment to any athletic team. If the coach and the student come to an agreement about leaving the program, it must be followed up with a meeting with the athletic director for approval and the student must use a course drop form. Students are at risk of receiving a Withdrawal-Fail for quitting an athletic team after the roster is posted. If a student quits an athletic team, they can join another activity during that semester at the will of the athletic director.

**Grading**
Students will receive a PASS/FAIL at the end of the module/season for each athletic activity/team sport credit attempted or earned.

**Athletic Recognition**
At the conclusion of each athletic season (fall, winter, spring), the Athletic Department honors athletes, teams, and coaches. Student-athletes who participated in a sport or activity within that season are required to attend.

Varsity athletes are awarded a six inch letter while junior varsity athletes are awarded certificates. Each athlete will receive a letter and a pin for her first year on a varsity team and will then be awarded a pin for each subsequent season.

**Red & White**
All students, faculty members, and staff members are assigned to either the Red or White team. Red and White team captains serve to foster school spirit through various events throughout the school year.

**Athletic Trainer**
The athletic trainer works with the school’s consulting physician and the Health and Wellness Center to provide the best care possible for students. The athletic trainer assesses injuries that occur during practices, games, and tournaments. The athletic trainer is responsible for immediate care, treatment, rehabilitation, and reconditioning of athletic injuries. Parents will be notified if the student is transferred for care to the hospital. The athletic trainer also determines if a student should be seen by an orthopedist and schedules the appointment (and attends when possible). The athletic trainer works under the auspices of the school orthopedist in evaluation and rehabilitating non-athletic orthopedic injuries.

**Concussions**
Students participating in team sports must take an ImPACT test prior to their first team commitment at Madeira and every two years thereafter in order to establish a baseline. The is a computerized test of memory, speed of information processing and reaction time. It is also a baseline symptom assessment test. If your child should sustain a head injury, a repeat ImPACT test will be done, enabling athletic trainer to determine when it is safe for an athlete to return to competition after suffering a concussion.

The Athletic Department works directly with the Academic Office and the Health and Wellness Center to ensure that academic expectations of a student are reasonable at different stages of recovery and students are adhering to physicians’ restrictions. The concussion guidelines used are obtained in partnership with Children’s Hospital National Medical Center SCORE Clinic. The full concussion protocol is outlined in the Health & Wellness section of the handbook.
At Madeira we strive to make everyone feel at home in our diverse community. Students come to our school from around the world and from more than 32 states. Such diversity provides a backdrop for the stage on which students learn about others, and more importantly, about themselves.

Madeira is committed to creating an environment of both respect and resilience. We strive to engage all the differences and similarities of the members of our community. The process can be chaotic at times, but we hope to provide a safe space for each person to learn, to transition to young women of scholarship, to develop a true appreciation for others, and to gain understanding of personal identity.

Students have an important role in our community, which comes with certain expectations. Our community values of honesty, respect, and compassion are essential to the student role. Students are expected to:

- Seek help when they are struggling
- Know what resources are available for them
- Work with faculty and advisors
- Advocate for themselves
- Engage with the community
- Accept responsibility for self and others
- Share their talents

Provided below are some of the ways and resources available that enable all students in the community to develop their skills and share their voice.

**Advisors**

Every year each student is assigned an advisor by the academic dean as a resource for school and community-related information, issues related to the student’s grade level, and the student’s individual progress. The advisor is the primary contact between a student and her family and the School. The relationship between advisor and advisee is an important one. It is based on the expectation that all communication will be open and honest. In the event of any concerns, either on the part of the student or her parents, the advisor is the first point of engagement/contact. Advisors meet with their advisees in small groups on a daily basis and attend class meetings with their advisees. All students typically change advisors annually, thus giving the student and her family experience with several adults within the community.

Students should feel comfortable turning to their advisors for advice and support.

If parents have any questions about their daughter, they are encouraged to talk to her advisor first. The advisor often knows more about the student than most other adults on campus. Parents may refer to the department telephone numbers at the back of this handbook to reach the advisor.

All advisors are coached and supervised by their lead advisor and academic dean.
The basic expectations of advisors include:

- Help advisees understand and embody the School’s values of awareness of self and others, compassion, creativity, intellectual curiosity, integrity and resilience.
- Give academic advice, work with students to find solutions to academic or attendance difficulties, approve all schedule changes, approve absence forms, monitor attendance, review report cards, and work to find solutions to academic or attendance difficulties.
- Give advice and feedback on advisee’s behavior, so that the student can act with self-confidence and compassion.
- Communicate with the student and family in the event of a disciplinary action.
- Communicate regularly with the adults in the student’s life at school and share this information with the family.

Each grade has a lead advisor who plays an important role in helping to establish a strong class. Lead advisors are charged with mentoring, training, and supporting the grade level advisors. They help advisors with specific grade-level tasks, goals, and developmental milestones. Lead advisors are supported by the academic dean.

**Class Meetings**

Each class meets regularly to plan and execute activities for both the community and the class. At their meetings, all grade levels are expected to discuss election of new student leaders, class fundraising and budgeting, planning of class events, and participation in school-wide events and activities, such as Red and White team competitions.

**CLASS SPECIFIC GOALS**

**Ninth graders** – establishing class unity, understanding class governance, acclimating to high school, building community.

**Sophomore** – incorporating in new class members, deepening an understanding of community service, planning for junior events, transitioning to ‘upper class women’.

**Junior** – developing a class legacy, negotiating increased responsibility and increased options, thinking beyond high school, planning Junior/Senior party, planning for senior events.

**Senior** – establishing a leadership identity, enjoying and building on traditions, transitioning out of high school, honing the class legacy, preparing for Affirmation, graduation and beyond.

**Student Organizations and Leadership**

**Student Government**

In keeping with the mission and philosophy of Madeira, which had the first student government in the Washington, D.C. area in 1906, our girls lead the student government. Three rising seniors are elected, each spring, to lead our school as the head of boarding, head of day, and head of judiciary. Leading the different components of school life hones their skills, encourages compassion, develops a sense of responsibility, and ensures that the community is cared for by peers.

Other elected members of student government include:

- Co-heads of community service
- Senior class presidents
- Junior class presidents
- Sophomore class presidents
- Ninth grade class presidents

Members of student government meet weekly with the dean of students. The meetings, which are open to the entire student body, are chaired by the heads of school, and they serve as a forum for
student concerns, a channel for positive growth in the Madeira community, a means of communication between the students and faculty and administration, and as an advisory board for the head of school. Student government is responsible for making recommendations to the administration on issues related to the quality of student life and the general welfare of the community. In addition, they have direct responsibility for the student organizations that represent the School.

Each member of student government also serves the community by promoting school spirit and setting an example for the rest of the student body. The spirit and energy with which the student government operates has a strong bearing on the spirit and life of the School.

**Boarding Committee**

The boarding committee is comprised of the head of boarding and two to three selected student resident assistants (RAs) for each dorm. The boarding committee is responsible for establishing and maintaining the sense of well-being in the boarding community. Boarding committee members work with their dormitory directors to support residents, enforce community standards, and to plan dorm and community wide events. As a committee, they meet weekly to discuss issues related to residential life, such as boarding policies and activities. They are responsible for making recommendations to student government and the school administration regarding the boarding community.

**Other Student Organizations**

**STUDENT CLUBS**

Student clubs or other extra-curricular groups may be formed with the permission of the student government. Clubs at Madeira are student-directed organizations, sponsored by a faculty or staff member, that have been established to explore shared interests, to provide opportunities to develop student leadership skills, and to provide forums for students and faculty to work together outside of the classroom. Each organization must have a faculty advisor. The handling of funds of all student clubs and organizations is under the general supervision of the advisor and the Dean of Students Office.

Clubs guidelines and expectations are articulated in the student club handbook. Each club must submit their constitutions and semester reports to student government. The Dean of Students Office maintains the paperwork for the Student Government.

Each year there is a club fair in the fall at which clubs are showcased and students are given an opportunity to join.

**STUDENT DIVERSITY BOARD**

The Student Diversity Board (SDB) is a group of students who meet regularly with their faculty sponsor to discuss, celebrate, and promote diversity in the Madeira community. Topics include, but are not limited to, race, ethnicity, religion, socio-economic status, sexual orientation, age, and ability. SDB runs several activities throughout the year, such as coffeehouses, ASMs, and a Saturday diversity conference open to area high school students. SDB is open to any Madeira student committed to promoting and celebrating the diversity of our community.

**AMBASSADORS**

As an all-inclusive group of selected international students, ambassadors seek to foster a welcoming community for all students, celebrate diversity on campus, and promote unity and connection between different student groups at Madeira. Ambassadors also work with international students to ease their transitions to boarding life at Madeira and promote awareness and participation in cultural events on Madeira’s campus.

**STUDENT ACTIVITIES/SPirit COMMITTEES**

Each grade level has a Student Activites/Spirit Committee that gathers during weekly class meetings to discuss community events and weekend activities. They strive to offer a wide variety of events to the community, tapping into the diverse interests within our student body. Student Activities/Spirit Committees share their ideas with their class’s co-presidents, who
in turn share those ideas with the director of student activities and with student government. This system gives students a chance to share their ideas and contribute to the community life experience.

**STUDENT PUBLICATIONS**

Madeira has a variety of student publications available throughout the year. Advised by a faculty member, these publications are compiled by the students, and represent their voice on campus.

**Gate** is Madeira’s literary magazine, featuring pieces from student writers and artists. Everyone is welcome to submit work for publication. Final decisions on submissions are made by the Gate staff.

**Epilogue** is Madeira’s annual yearbook. (Epilogue is created by students throughout the year and produced in May)

### School-Sponsored Activities/Weekend Events

The director of student activities oversees the coordination of weekend activities and special on-campus events. During the school year, girls are offered many opportunities to attend cultural events in the Washington area, as well as dances and activities at other schools. Several weekends a year are "D.C. weekends" wherein all activities offered take place in Washington D.C. Weekend trips for movies, shopping, and cultural events are also available each weekend. Many of these activities are free, some do have a cost. Day girls are always welcome to participate in all activities.

All major school rules apply for off campus trips, as well as the following basic rules:

- Know the departure times and be prompt
- Complete permissions ahead of time
- Report to the chaperone in charge and follow her/his instructions
- Dress suitably for the event
- At theaters and concerts, girls are to be in their seats throughout the performance
- When visiting another school, girls are expected to abide by the rules and customs of that school

The Dean of Students Office may choose to cancel an event that is under-subscribed. Sign-ups for events are posted weekly at the Dean of Students Office. Should a girl sign up for a school-sponsored trip or event and then change her mind about attending, she is expected to cross her name off the list no later than 24 hours before that trip or event, or by the posted deadline. If she fails to do so disciplinary action including GIB may result. This policy encourages girls to learn to plan ahead and to practice our values of compassion and awareness of self and others. When a student elects not to attend an activity without notice, that student both deprives other students of the chance to participate and disrespects the time, effort and enthusiasm that the adults who have organized the activity have put into it.

### Religious Life

Madeira is a nondenominational school and, as such, does not promote the religious beliefs of any one religion. However, personal convictions are valued and as such, Madeira offers transportation to nearby places of worship on a weekly basis. If a student would like to attend a place of worship that is not currently represented, she is welcome to make a request with the dean of students office, which will then work towards setting up transport to a nearby house of worship of that denomination. Religious study, prayer groups, and informal philosophy seminars are organized at the initiative of individual girls and/or faculty/staff. Madeira is a member of the Fellowship of Christians in Universities and Schools (FOCUS). There are currently affinity groups for Jewish and Muslim students on campus.
Student Fiscal Responsibility and Check Cashing
We believe that it is important for parents and their students to discuss and practice good financial responsibility. Madeira students will need money for activities and expense. Set up a budget, discuss expectations, and allow the student to conduct a certain amount of financial independence

- Every student should have access to funds, and we encourage the use of credit/debit cards or other similar instrument to make purchases on and off campus. A bank representative will be on campus at orientation if you care to establish a local account.
- Cash should be kept in a safe, locked place. ATMs are accessible on weekends and checks up to $200 can be cashed in the business office.
- In limited instances (such as fundraisers, trips and other weekend activities) students may “charge home” to their student account. Parents will be billed monthly.
- The school is in the process of reducing the amount of charge home activity to only a small set of circumstances, so students should be prepared to use credit/debit cards or cash for most transactions, including the bookstore.

End of School Year
All students are expected to attend graduation and the graduation reception before departing for the summer. Dorms close and all students must be off campus at 4:00 p.m. on graduation day. In May, international students work with the Admission Office and the Dean of Students Office to attend to paperwork associated with their travel. Lockers for summer storage are available for boarding students, for a fee, and are arranged through the Dean of Students Office in early May. There is no storage for large items such as furniture.

Environmental Stewardship
Students are expected to be conscientious of their use of resources while at Madeira. Wise use of and reasonable steps to minimize any waste of resources are encouraged at all times. Students are expected to support the school’s efforts to reduce our impact on the environment. All students are expected to recycle. In particular, all students are expected to recycle paper, cans, and bottles.

We hope that our graduates will leave Madeira with a commitment to service to others and to environmental stewardship, and with greater understanding of themselves and their responsibility in a global society.

Traditions
100 DAYS: An assembly to honor the seniors is held 100 days before their graduation. Each class president speaks on behalf of her class as a way to honor the seniors.

AFFIRMATION: A performance the night before graduation, when seniors wear black and juniors wear white. Seniors bid their farewell to Madeira through song, dance, and skits.

FOUNDER’S DAY: Each spring, Founder’s Day honors Lucy Madeira’s May 19, 1873 birthday, but the date is always a surprise (don’t ask…we won’t tell!). The day is devoted to games and activities, and always concludes with strawberries and ice cream.

GRADUATION: Seniors wear white formal attire and carry thirteen red roses in remembrance of the thirteen boarding girls enrolled when the School opened in 1906.

JUNIOR/SENIOR: In the spring, juniors host a party honoring the seniors.

RED AND WHITE TEAMS: All girls and faculty/staff members are assigned to either the Red or White Team. Legacy girls are assigned to the same color team as their relative(s). Competition continues all year between the teams, resulting in an annual winning team.

RINGING THE BELL: The historic old bell in Main is rung only by seniors.
SENIOR PRIVILEGES: Seniors enjoy a variety of privileges such as early entry to dinner and access to senior clubhouse. The purpose of these traditions is to recognize the leadership of the class and to reward the contributions they make to Madeira. These are not senior rights, nor are they intended to convey superiority of rank.

SENIOR WHITE DAYS: The senior class honors pending graduation (and the wearing of white graduation attire) by wearing white at opening convocation and 100 days. 9th, 10th, and 11th graders are expected not to wear white on these days.

THE OVAL: No member of the community is allowed to cross the Oval. Girls may go on the Oval to sit and visit, or play music, or meet in the middle; but they may not cross from one side to the other.

Community Service Programs
Madeira students, staff and faculty members are heavily involved in community service for local and global charities and organizations. Community service is coordinated by the co-heads of community service, who are elected each spring in a school-wide election. Each spring, the co-heads of community service establish the ‘face’ of community service for the upcoming year. Some of work that has recently been done includes wreath laying at Arlington Cemetery, the “Stop Hunger Now!” games, trail maintenance at local parks, and fund raising.
Residential Life

Director of Residential Life
Hunter Southworth
703-556-8215

Dean of Students
Kim Newsome
703-556-8296

Director of Student Activities
Jennifer Walton
703-556-8355

Adult-on-Duty Desk (AOD)
703-556-8211

Health & Wellness Center
Susan French
703-556-8243

Dormitory Cell Phones
East
571-926-7598
Main
571-926-3984
New
571-926-7595
North
571-926-7588
South
571-926-7590
West
571-926-7600

Residential Life Philosophy and Goals
The dormitory is home while a girl is here at Madeira. At Madeira, the dormitory is often the place where there are many ‘teachable moments’ and important conversations. Each dormitory team strives to develop a dorm community. The adult teams consider it their job to create a community environment in which there is spontaneity and fun, and where every student feels safe and valued within the dormitory family.

Every Madeira day student is assigned to a dormitory so that she feels connected to a ‘home’ on campus as well. Day students are welcome in the dormitories and are encouraged to participate as much as possible in residential life and weekend activities. Day girls are welcome to spend the night with a friend and must complete an overnight form so that adults are aware that they are on the campus and in the dormitory for the night. The overnight form can be obtained from the AOD desk in the Dean of Students Office. All students are expected to comply with the rules below. (see Sleepovers on page 49 for more details)

Dormitory Adults
Each dormitory is staffed by a team of four faculty or staff members, all of whom are campus residents. One to two of the team members, the dormitory director(s), lives full time in the dormitory. The remaining team members share evening responsibilities and weekend duty with the dormitory director(s). The dormitory director is responsible for scheduling and working with the director of residential life, the faculty, and resident assistants (RAs) to set the direction of their dorm for the year.

Dorm faculty are mentors, role models, teachers, and advisors. They take their role as caretakers very seriously and, as a team, they work hard to establish a sense of community within the dormitory. Dormitory faculty are responsible for communication about the well-being of the girls with their families, advisors, the Dean of Students Office, and the Health and Wellness Center. Parents are encouraged to reach out to members of their daughter’s dorm faculty team, whether to share exciting family news, voice a concern, or simply ask a question. Our goal is that you will find the dorm faculty to be a great resource for you as your daughter moves through her Madeira career. Each dormitory has its own cell phone, which is the most expedient way to reach the faculty member on duty in the dorm each evening, beginning at 7:00 p.m.

Dormitory faculty begin duty in the dorm each night of the week at 7:00 p.m. and are on duty until the next morning. During the day, students who are in need of assistance may reach out to the adult on duty (AOD) in the student center, the Health and Wellness Center, or the posted administrator on duty. Phone numbers and duty schedules are posted for the students in the vestibule of each dormitory.
The dormitory teams for the 2015-2016 school year are:

<table>
<thead>
<tr>
<th>DORMITORY</th>
<th>DORMITORY DIRECTOR</th>
<th>DORM FACULTY</th>
</tr>
</thead>
<tbody>
<tr>
<td>East</td>
<td>Isabel Macias</td>
<td>Becca Brooks, Sue Cabot, Dana Woodard</td>
</tr>
<tr>
<td>Main</td>
<td>Audra Krupp</td>
<td>Matti Donkor, Linda Northrup, Camila Salaverria</td>
</tr>
<tr>
<td>New</td>
<td>Lauren Roy</td>
<td>Xiaofu Ding, Catalina Keilhauer, Ann MacLean</td>
</tr>
<tr>
<td>North</td>
<td>Chandra Smith</td>
<td>Krista Cowan, Reilly Sheila, Rebecca Zahradnik</td>
</tr>
<tr>
<td>South</td>
<td>Jennifer Walton</td>
<td>Nina Candia, Malinda Grice, Hunter Southworth</td>
</tr>
<tr>
<td>West</td>
<td>Stacey Boyette</td>
<td>Heidi Freeman, Jillian Meyer, Caitlin Williams</td>
</tr>
</tbody>
</table>

**Resident Assistants**

Resident assistants (RAs) are student leaders within the dorms who are selected by the dormitory faculty and the Dean of Students Office. These students share responsibility for the dormitory with dormitory faculty. RAs care for the well-being of all the residents in the dormitory and creating a welcoming, home-like environment. RAs share in the responsibility for evening dormitory check-ins, maintaining study hall, quiet hours, coordinating activities for the dormitory members, ensuring that common spaces are cared for, maintaining relationships with all dormitory members, leading weekly dormitory meetings, and assisting dormitory faculty in establishing the ethos of the dorm. Madeira expects that the students who are chosen as RAs will serve the community with integrity, loyalty, and dedication. In their dormitories, and in the school at large, RAs should be exemplary in their personal conduct and habits.

**Living in the Dormitory**

Students are expected to respect each other, their property, and the dormitory rules. Specific expectations include, but are not limited to:

- **Respect for members of the community** should be demonstrated by courteous behavior, demonstrated both in words and actions; gossiping, rudeness, and/or use of inappropriate language, whether in common areas or in the privacy of a dormitory room, is considered disrespectful. Behaviour consistent with our community values is expected at all times.

- **Respect for property** should be demonstrated by maintaining neat dormitory rooms and common spaces; entering another student’s room without permission is not allowed; borrowing items without permission is stealing, which is in violation of a major school rule.

- **Respect for dormitory rules** should be demonstrated by supporting the RAs, abiding by the rules, and accepting the consequences gracefully when mistakes are made.

**Keys and Swipe Card**

All girls are issued a key to their room and a swipe card which provides access to the dorms. Dorm rooms should be kept locked when they are unoccupied. Entrances to the dorms are kept locked at all times and a swipe card is required to enter the dorm. You should not loan out your key or swipe card. If you lose either, inform the AOD immediately.
Care of Spaces
Girls are expected to keep their rooms neat and clean and to treat all common spaces with respect. Before each major vacation and at the closing of school, a girl may not leave until her room has been checked and approved by an adult. Any damage to the room or to school property will be charged to the student.

Students may decorate the inside of their rooms only. The side of the room door exposed to the hallway may not be decorated beyond the bulletin board. Nothing may be hung out of room windows.

Printers & Wireless Service
Each dormitory is equipped with a printer to which each girl's device may be mapped. Wireless Internet service is available in the dormitories.

The Common Room
Each dormitory has a common room that is shared by all of the residents. Students may use the space for games, studying, and/or watching television/movies. Each dorm establishes its own expectations as it relates to the use of this area.

Television viewing is permitted in the dormitory common room and student center except during study hall hours (Sunday through Thursday, 7:30-9:30 p.m.). Seniors have special permission to watch television in the senior clubhouse.

Mandatory Check-Ins
Each day there are several times when girls are expected to check in. This process ensures the safety of our students. Each evening, all boarding girls must check in at the appropriate time and location. Day girls who are spending the night on campus must follow these same procedures. Girls who are late or forget to check in will be asked to serve a GIB (Give it Back) once they acquire three infractions within the dorm. This policy is explained thoroughly at the beginning of the year in each dorm.

SUNDAY THROUGH THURSDAY:

- All ninth graders are in required proctored study hall: they check-in at their dorm between 7:00 p.m. and 7:25 p.m., and then sign-in at their study hall location at 7:30 p.m.
- All sophomores, juniors, and seniors must check in between 7:00 p.m. and 7:30 p.m. in their dorms and then, if they choose to study elsewhere, they must sign out to their study hall location
- All students must check in with their dorm faculty between 9:30 p.m. and 10:00 p.m.
- Seniors may earn the privilege of not checking in again until 10:30 p.m. This is considered a privilege which has historically been initiated by the DOS in the fall and can be taken away at the discretion of the dormitory faculty or the Dean of Students Office

FRIDAY AND SATURDAY:

- All girls who are on campus check in at their dormitories between 7:00 p.m. and 7:30 p.m. and again at 11:00 p.m.

SATURDAY AND SUNDAY BRUNCH CHECK-IN:

- All boarding girls who are on campus must check with the AOD between 9:00 a.m. and 12:45 p.m.

Quiet Hours
Informal quiet hours are in effect in dormitories during the class day and after 10:00 p.m. on weeknights. The expectation is that conditions in the dorm allow for any student to be able to study or sleep without interruption at these times.
House Bell
The dormitory ‘house bell’ rings Sunday through Thursday at 10:00 p.m. and at 11:00 p.m. on Friday and Saturday. Girls are required to be in their dormitories when the house bell rings and may not leave the dormitories again until 6:00 a.m., unless otherwise approved. Security provides periodic checks of the dormitories throughout the night. Students who are late to check in can expect a dormitory disciplinary action.

Lights Out
Freshmen and sophomores have lights out Sunday through Thursday at 11:00 p.m. Juniors are required to be in their own rooms at 11:00 p.m. After 11:00 p.m., seniors may not be in the rooms of juniors, sophomores, or ninth graders. Juniors and seniors may choose when to turn their lights out, but are strongly encouraged to go to bed by midnight.

Personal Belongings
Each boarding student is provided a standard twin bed, bookshelf, desk (with built-in lamp), chair, bureau, trashcan, and lock box. A complete list of “what to bring” is available on the Madeira website at http://www.madeira.org/newgirls.

Girls may not remove any school furniture from their rooms as there is no storage for furniture. Please do not arrive with large pieces of your own furniture. Curtains and any wall hangings must be of fireproof material and so marked.

Girls are strongly encouraged to bring an energy saving power strip for their electrical equipment. No electrical devices that present a fire risk are allowed in individual dorm rooms (e.g. a hot plate or electric kettle for hot water). Refrigerators and air conditioners are not allowed (dormitories are equipped with a common printer, refrigerator, microwave, washers, dryers, irons, and electric kettles for hot water.). A petition for an exception for an air conditioning unit, for medical reasons only, must be submitted via the appropriate health and wellness form in Careflow and will be viewed by the director of health services.

Boarders should protect their property by keeping their rooms locked when unoccupied. Money and valuables should be secured in their closet lock box. Girls should prominently mark their belongings with their names. The Madeira School is not responsible for loss of or damage to any girl’s personal property. No belongings can be left in the rooms after school closes in June. Clothing, shoes, and other items will be donated to charity as facilitated by the school. Students must restore their room to the condition it was in when they arrived.

Sleepovers
Boarding students are encouraged to invite day students to visit over a weekend. The day student must come to the AOD desk in advance of their visit to fill out the sleepover permission form, which needs to be signed by her parent and approved by the dean of students no less than 24 hours in advance of their stay. Students wishing to have non-Madeira student guests stay overnight with them must request permission from the Dean of Students Office at least one week in advance and guests must be at least 12 years of age. Day students and guests must obey the Madeira School rules, including house bell, while visiting on campus. These visits will be limited to Friday and Saturday evenings.

Any boarding student may request to sleep in the room of a friend on Friday and Saturday nights. All sleepovers must be arranged for and approved by dormitory faculty on duty in both dormitories by 10:00 p.m. Failure to observe these procedures or to follow a particular dormitory rule will result in the loss of this privilege.

Dormitory Assignments
Each May, each returning student will fill out a form and submit that form to the director of residential life. The form includes a list of four friends that they would like to live with, a ranking of each dorm, and who their roommate will be. The Dean of Students Office will do its best to honor the request that students have made. During the housing selection process, student leaders get priority followed by rising seniors, juniors, sophomores, and ninth graders.

New boarding students are assigned a room and a roommate during the summer. The director of residential life, with the help of the admissions staff, attempts to match roommates by interests and habits. New girls do not learn of their roommate assignment until they arrive at school on opening day.
Historically, there are very few roommate changes requested. It is the School’s expectation that girls learn to cooperate and to understand each other by working out roommate issues. Any student wishing to change roommates must submit a written request to the director of residential life and can expect to attend a meeting with the director of residential life and a subsequent meeting with the school counselor. The dormitory faculty, the director of residential life, and the dean of students, in cooperation with the school counselor, handle all roommate issues. It is not always possible to accommodate a change. It is rare that the Dean of Students Office would begin the roommate change process before the return from Thanksgiving Break.

Study Hall
Study hall is held each Sunday through Thursday, 7:30-9:30 p.m. Study hall is required for all ninth graders, sophomores, juniors, and students who benefit from academic structure.

- All ninth graders on campus at this time are expected to be at the designated study hall location
- All sophomores and juniors on campus at this time are expected to be in their dorm room, the library, or one of the two computer labs. If they are not in their dorm, they are expected to inform their on-duty dorm adult where they will be. If they are at the library, they must sign in. They should only be moving between locations at 7:30, 8:30, or 9:30 p.m.
- Seniors are not required to be in study hall at this time but are expected to respect the fact that others are studying and to maintain Quiet Hours so as not to disrupt those who are studying
- While seniors are not required to be in study hall, they may not be disruptive if they choose to be in spaces where study hall is taking place which includes their dormitory
- These rules apply to all day students who are on campus during study hall (Sunday-Thursday, 7:30-9:30 p.m.)

All ninth grades, sophomores, and juniors who have been off campus for the weekend (green or white card) are required to return for the start of study hall on Sunday evening. Seniors are required to return by 9:30 p.m.

Change of Status
In the event that a Boarding student would like to act as a Day student for a period of time (any time on which they sleep at home but continue to come to classes), she needs to initiate a conversation with the Director of Residential Life at least one week in advance to explain the special circumstances which necessitate the change of status and request permission.

If this involves living off-campus (at home or elsewhere) during her Co-Curriculum placement, the student must initiate conversations with the Director of Co-Curriculum as well as the Director of Residential Life in order to establish a plan which must be approved by them both and to make sure all of the appropriate arrangements will be made if the request is granted. This should occur at the time that the student selects their internship placement with the Co-Curriculum office.

Boarder Permissions for Leaving Campus (White and Green Cards)
Boarding girls may leave campus only with approval of the Dean of Students Office which will act in accordance with the permissions designated by the parents or guardians. The School’s sign-out system is designed with three goals in mind:

- Protecting the personal safety of each girl
- Teaching the benefits of planning ahead and budgeting time accordingly
- Teaching the importance of making appropriate choices

The Dean of Students Office approves a student’s request to leave campus based on permissions that the parents or guardians have provided the Dean of Students Office through the boarder permission form. Each girl must know and understand the permissions and restrictions that her parents have directed. Girls should read their permission forms with their parents and become familiar with the School’s regulations and restrictions.
Girls may review their permission cards from the Dean of Students Office. If a student needs to depart from or return to campus when the AOD desk is closed, she needs to meet with a member of the dean of students’ team to ask for permission to do so. This meeting should occur no later 48 hours in advance of her arrival/departure.

The privilege of leaving campus may be withdrawn for academic or disciplinary reasons. Parents are asked to support the School’s efforts in these matters. Parents can also request that the privileges be revoked or changed at any time through email or directly over the phone.

Once a girl has left campus for an outing or for an overnight, the School is not responsible for her well-being.

The School will not approve of any girl(s) staying in a hotel or motel unless accompanied by her parents or with special permission from a parent for unique situations. All information on green and white cards must be accurate. Once a girl has left campus, any changes to the return method or time must be communicated to the AOD as soon as possible and supported by appropriate parental permission. All outings, except school sponsored events, require an invitation from the host as well as parental permission. Students may not use a parent’s or guardian’s email address to submit their own permission, even if they are only translating for their parents. If you need translation, please contact the Dean of Students Office. Deliberate misinformation or misleading information of any kind is considered a violation of major school rules and will likely be subject to a disciplinary response.

**Day Outings (Green Card)**
A girl who wishes to sign out for a day outing must fill out her green card, as follows in the chart below.

**Overnight Outings (White Card)**
A girl who wishes to sign out overnight must fill out her white card, as follows in the chart.
<table>
<thead>
<tr>
<th>Type of Outing</th>
<th>Day</th>
<th>Overnight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructions</td>
<td>Make sure all permissions have been given. All invitations and parental permissions (in writing, by telephone, fax, or email) must be received by the Dean of Students Office before the card is submitted. Complete the card in ink stating destination, dates and times of departure and return, and means of transportation (including name of the driver, if traveling by car).</td>
<td></td>
</tr>
<tr>
<td>Fill out and submit to AOD by</td>
<td>24 hours before leaving campus</td>
<td>Juniors, sophomores, &amp; ninth graders: by 8:00 p.m. the night before leaving campus. Seniors: by noon on the day of departure.</td>
</tr>
<tr>
<td>Card Needed</td>
<td>Green</td>
<td>White</td>
</tr>
<tr>
<td>Uber/Taxi/Sedan</td>
<td>If student will be traveling by uber, taxi, or sedan, she must request in person with AOD and receive specific parental permission each time.</td>
<td></td>
</tr>
<tr>
<td>Weekend Outings</td>
<td>Card must be approved by members of the Dean of Students Office. Juniors, sophomores, and ninth graders must return by 7:15 p.m. on Sunday night. Seniors must return by 9:30 p.m. on Sunday night. Any change to the return time must be communicated to the AOD by a parent or guardian.</td>
<td></td>
</tr>
<tr>
<td>Weekday Outings</td>
<td>By special permission only: Students must request permission no later then 48 hours in advance from the director of residential life or dean of students only.</td>
<td></td>
</tr>
<tr>
<td>Once Card is Approved</td>
<td>Post the card in the appropriate dormitory cardholder prior to leaving campus. Immediately upon returning to campus a student must check back into the campus by taking down their card at the AOD and sign and date/time it. (Failure to sign back in may result in a meeting with the director of residential life and/or disciplinary action).</td>
<td></td>
</tr>
<tr>
<td>If You Will Be Late</td>
<td>A parent or guardian must call and alert the AOD at 703-556-8211 as soon as you are aware of the delay. This must be a phone call as email is not sufficient. If you are unable to reach the AOD, contact your dorm adult via the dorm cell phone. Students who do not return by the appropriate time should expect disciplinary action that may include restrictions and/or Give it Back (GIB).</td>
<td></td>
</tr>
</tbody>
</table>

**“On Campus” Weekends**

Several weekends each school year we require boarding students to remain on campus for the weekend. These weekends afford us an opportunity to build community and dorm spirit, and as such we ask your cooperation to ensure that your daughter does not have conflicts on these weekends. The dates for the “on campus” weekends can be found on the “important dates” page on the website.

We realize that conflicts do arise due to significant family events. To request that your daughter be excused from a portion of an “On Campus” weekend, please email the director of residential life (AOD@madeira.org) with an explanation of the event and all pertinent details. The student is also expected to meet with the director of residential life to request a special exception. These requests should be made at least one week in advance. Requests made less than one week in advance will likely not be granted.

**School Vacations**

The calendar for the upcoming school year, outlining vacation periods, has been provided to all families. The dates can also be found on the “important dates” page on the website. The dormitories CLOSE over Thanksgiving Break, Winter Break, and Spring Break and all students are required to leave campus for the duration of the recess. On these occasions, the dorms will close at 12:00 p.m. on the day after break begins and will reopen at 9:00 a.m. on the day before classes resume. Madeira expects parents’ full cooperation in making transportation plans for their children that are consistent with the times and dates of departure and return from our various recess periods.
Guardians for International Students

All international students are required to have a local guardian (an adult relative or friend of the immediate family) who lives within two hours of Madeira. In addition, parents of domestic boarders who live a significant distance away are encouraged to list a family member or friend who lives within two hours of Madeira as a local guardian. The guardian’s name, address, phone number, and email must be on file with the Academic Office (MyBackpack) and the Dean of Students Office (Guardian Agreement form). In the event of health issues or an emergency, having a local guardian allows for the student to be placed in their care.
Day Student Information

We encourage all students to take part in as many aspects of campus life as possible. Day girls are welcome to stay through dinner and into study hall. If a ninth grade, sophomore, or junior day girl will be staying for study hall, she is expected to spend the duration of that time in the library or computer labs. Students are expected to abide by all study hall rules while they are on campus. Parents are encouraged to pick up students outside of the student center or the library. All day students who are not spending the night, must be off campus by 9:30 p.m.

Attendance, Signing In, and Signing Out
Parents must call the Academic Office by 8:00 a.m. if their daughter will not be in school. In the event that a student becomes ill during the day, she will go to the Health and Wellness Center and her parents will be notified.

Day girls may leave campus after their last school obligation. Students may not leave campus during the school day without the express permission of the academic dean. They must sign out and sign back in with the Academic Office.

Driving Rules and Regulations for Day Students
Please see the Community Values and Expectations section for information regarding student driving policies, parking stickers, and car registration.

Lockers
Each 9th grade day student is assigned a locker for books, papers, athletic clothing, and equipment. The lockers are assigned by the Dean of Students Office and are located in the student center. 10th, 11th and 12th grade day students may request a locker with the Dean of Students Office. Girls who choose to leave backpacks and other personal belongings unattended in the student center lounge, Hurd, or other public areas, do so at their own risk. It is recommended that students secure their belongings at all times.

Meals at School and Community Dinners
Day girls are welcome to eat in the dining hall. Community dinner happens on Wednesday evenings from 5:30-6:30 p.m. Different clubs and organizations “host” this seated dinner wherein all boarding students and residential faculty have dinner together. Day girls are welcome and encouraged to attend; if they are on campus they are required to join in and stay until 6:30 p.m.

Carpools
Upon request, the Dean of Students Office can provide a list of families’ addresses by zip code to help identify potential carpools. Parents may also generate a zip code list in My BackPack.

Staying on Campus Late and/or Overnights at School
We encourage all students to take part in as many aspects of campus life as possible. Day girls are welcome to stay through dinner and into study hall. If a ninth grade, sophomore, or junior day girl is on campus for study hall, she is expected to spend the duration of that time in the designated place for her grade: the Lecture Hall for ninth graders or the library and computer labs for sophomores and juniors. Day students are expected to abide by all study hall rules while they are on campus. Parents
are encouraged to pick up students outside of the student center or the library. All day students who are not spending the night, must be off campus by 9:30 p.m.

**Boarding Students as Guests of Day Girls**

Day students are encouraged to invite boarding students to their homes. Host parents assume responsibility for their guest(s). Boarding students must follow the permission and sign-out procedures outlined in the *Residential Life* section. Students are expected to be under the supervision of their host families when off campus. On all occasions when a student invites another girl to her home, the School expects that parents or designated approved adults will supervise activities. If you would like to invite a boarding student to your home simply email the AOD at aod@madeira.org with the name of the student you are inviting, and the date/time you will be hosting them as well as how they will be getting to your home and back to campus.
Health and Wellness

Director of Health Services  Susan French  703-556-8243  Fax: 703-893-8102
Director of Counseling    Tracie Epes   703-556-8298
Counselor                Nicole Cologne  703-556-8314

Health and Wellness Center Hours Monday through Friday, 7:30 a.m. to 5:00 p.m.

About The Health and Wellness Center

In order to meet the physical and emotional needs of our students, the Health and Wellness Center provides a broad range of support and educational services for our community. This includes assessing illnesses, injuries, and psychological issues; providing 24-hour care during illnesses (for boarders); and coordinating with outside healthcare professionals. The center’s staff also coordinates with the athletic trainer for sports injuries and provides health and mental health related educational programs for both Madeira students and adults.

Life in a boarding school community offers a student many freedoms, but it also requires special accommodations. The Health and Wellness staff recognizes both the importance of a student’s privacy and the obligation to keep parents and Madeira adults informed about issues that may affect the School’s ability to operate in a responsible manner. The Health and Wellness staff is committed to acting in the best interests of the student.

The Health and Wellness Center serves as a source of health education and information, with access to the expertise of other health professionals. The center encourages students to seek information and guidance about their personal health. The staff meets with individual students requesting assistance with nutrition, sexuality, anxiety, depression, alcohol/drug issues, and other health-related topics. Off-campus gynecological services are also available to students.

The faculty and staff of The Madeira School work with students to promote healthy lifestyles. This work focuses on a holistic approach. Healthy eating habits, sleep, exercise, and time for reflection and relaxing are essential to adolescent development. It is important for students, their parents, and their advisors to have frank and open discussions about the choices each student may be asked to make in her personal life while in high school.

If an ill or injured student needs monitoring, she may be admitted to the Health and Wellness Center, and parents will be notified if the condition warrants. The Health and Wellness Center also arranges appointments and transportation (for a fee) for off-campus care during the school day. Unfortunately, even under the best of circumstances, emergency visits to the hospital ER may occur. If a student is having a medical emergency requiring 911 to be called, a Madeira nurse will ride in the ambulance with your daughter and stay with her until she is either cleared to return to campus or her parent/guardian arrives. If a student needs to go to the ER and it is not a medical emergency, a nurse will drive her in a school vehicle and stay with her, as outlined above. Parents will be contacted immediately if your daughter is in route to the ER for any reason. If a student needs to be admitted to the hospital overnight, a parent or guardian will need to stay with her.

The Health and Wellness Center provides 24-hour coverage (a combination of on-site and on-call) to the Madeira community. The three full-time nurses work closely with the two counselors and the athletic trainer, as well as contracted local health care professionals and facilities. The Health and Wellness Center can accommodate up to 14 students. If necessary, students may be admitted to the center for short-term observation during the day or for overnight care, or they may be referred to a medical specialist at a local facility (proof of medical insurance is required). A nurse will call (or email for international students) the parent(s) of any boarding student spending the night in the Health Center due to illness or injury.
A nurse and counselor are always on call when the center is closed. If a student becomes ill or injured when the center is closed, she should alert a Madeira adult (dormitory faculty, AOD, or security), who will arrange for the nurse on-call to be notified. The nurse will then coordinate the student’s care.

If a day student becomes ill or injured while at school, she must go to the Health and Wellness Center. She may not go to a friend’s room or leave campus. The nurse will evaluate her and notify the appropriate office if it is necessary for her to stay in the center. Appropriate over-the-counter medications may be given. The parent will be contacted if it is necessary for a day student to go home. Day students who take any prescription and/or over-the-counter medications while on campus must follow the same procedure as boarding students.

All boarding students who must attend a medical appointment that requires missing a school commitment must sign out and then check back in through the Health and Wellness Center and the Academic Office. If the student returns to campus after 5:00 p.m., the student must check in at the AOD desk. This ensures the safety of students.

Day students who miss a school commitment in order to attend a health appointment are expected to have their yellow sheet signed by the Academic Office.

All students who are returning from a significant injury or illness such as but not limited to surgery or a concussion must check in at the Health and Wellness Center prior to returning to any commitments or boarding. They will not be allowed to return to classes or regular activities until cleared by a member of the health and wellness staff.

Any student who misses school for three consecutive days due to illness, must contact the Director of the Health Center, to determine if a doctor’s note is required for return to school.

**Disclosing Medical Information**

In general, all information in a student’s file at the Health and Wellness Center is confidential. However, there may be times when the Health and Wellness Center must release information from the student’s medical file in order to facilitate proper medical care. The staff also may need to call medical providers to discuss the student’s care.

Due to the unique nature of a boarding school, it may be necessary for the Health and Wellness Center, acting in loco parentis, to discuss confidential information about the health and well-being of a student with appropriate adult members of the community.

A student over the age of 18 will be required to sign the permission for medical treatment form. This form authorizes the Health and Wellness Center to discuss, at the student’s discretion, aspects of her medical care with her parents. Boarding students over the age of 18 remain under the School’s jurisdiction and the staff will follow the School’s protocols for care.

**Student Medication Policy and Authorization for Medication Administration**

No medications (prescription or over-the-counter), including products or medications used for weight control, are to be kept in student rooms without approval of the Health and Wellness Center. *Parents and students are required to provide the School with a list of all medications the student currently takes, including prescription and non-prescription medication.* With the exception of emergency medications (asthma inhalers, epinephrine auto-injectors, or insulin), School policy prohibits students from self-administering any medication, whether prescription or over-the-counter. Students who require asthma inhalers, diabetic medications, or an Epi-Pen must carry these medications with them at all times. All medications must be properly labeled by the Health and Wellness Center.

All prescription medications must be submitted to the Health and Wellness Center in the original pharmacy-prepared containers, labeled by a United States licensed pharmacist. The label must provide the name of the student, the name of the medication, the dosage, the frequency, the healthcare provider’s name and the date of the original prescription. Prescriptions filled at home during the school year should be sent to the Health and Wellness Center. When the Health and Wellness Center is closed or a student is off campus on a school-sponsored activity, school personnel instructed by the nurses will administer these medications, per the written doctor’s order and school policy.

The Health and Wellness Center will dispense over-the-counter medications, as needed, in accordance with standard package dosing instructions. If your daughter requires over-the-counter medications not routinely stocked by the Health and Wellness Center, please contact the School’s health office.
Center, you may send this medication into the Health Wellness Center for her personal use. The nurses can also purchase any over-the-counter medications a student needs and will charge the bill to the student’s account.

All non-prescription medications must be brought to the Health and Wellness Center, as well. The medication will be reviewed and labeled by the Health and Wellness Center for that student’s use. This provides the staff an opportunity to educate students on the effects of the over-the-counter medication.

In accordance with Virginia state law, students are emancipated regarding reproductive issues. Any student may keep birth control pills in her room without parental authorization. However, the student is required to inform the Health and Wellness Center that these medications are being taken, and they must be properly labeled by the Health and Wellness Center.

The prescribing health care practitioner must be licensed in the United States. Parents/family members who are physicians or clinicians may not diagnose or prescribe medications for their own daughters/relatives.

**Medical Records and Health Insurance**

All students are required to have health insurance coverage. At the request of the parent, the School will enroll all international students in The Madeira School health insurance plan. All other students are strongly encouraged to have comparable insurance, as any medical expenses not covered by their health insurance plan, including co-payments, provider charges, prescription/medication expenses, immunizations, lab fees, and/or medical supplies, will be charged to the parent.

All medical records are maintained in the Health and Wellness Center and are separate from other school records. Notes on medical treatment in the Health and Wellness Center are private and available only to appropriate medical personnel. *All counseling records are kept by the individual counselor and are confidential and not part of the student’s academic record.*

**Health Forms**

All students are required to submit completed health forms, a physical and immunization record form which demonstrates proof of required immunizations and is signed by the student’s health care provider, and a signed permission to treat form. Each spring, instructions to access the required forms are emailed to parents. **Parents are expected to accurately complete all forms and return them to the Health and Wellness Center by July 1.** It is expected that the Health and Wellness Center will be notified of any changes that arise during the year, as it is imperative that this information remain current. **No student will be permitted to move onto campus or participate in any school activities until the Health and Wellness Center has received all required health forms, including health insurance information.**

**Counseling**

The Counseling Office, located in the Health and Wellness Center, is open during the day and after school for students, parents, and Madeira adults who would like to meet with one of the counselors. Weekend and evening times are available by appointment or for emergencies.

The counseling program at Madeira is one of several resources available to help our students adjust to the changes they go through during their adolescent years. Most adolescent and school adjustment issues can be dealt with on campus between the counselor and the student. When the counselor believes more extensive professional help is needed, the student’s parents are notified, and the student is referred to an outside resource. If ongoing therapy is recommended, the counselor and outside therapist will work together within the boundaries of confidentiality to provide the best support for the student.

An effective counseling program requires that participants be assured of a certain amount of confidentiality. The counselor will notify parents of situations where she deems such notification appropriate, in addition to encouraging the student to do so. Because every situation is unique, the counselor will use her best judgment in determining whether and when to notify parents, weighing the parents’ interest in being informed about their daughter, the need to encourage girls to seek help and advice by respecting their desire to speak in confidence, and legal and ethical safeguards protecting the privacy of health care issues.

There may be certain circumstances in which the School will require that a student receive outside professional help as a condition of her continued enrollment. The counselor will serve as the liaison between the outside clinician and the School.
In these circumstances, the parents and student will be required to give permission for the outside professional to keep the counselor informed of the student’s progress.

The director of counseling oversees the health and wellness committee. The goals of this committee are to:

- Develop and facilitate the Health and Wellness curriculum.
- Address specific issues related to the health and wellness of the individual student and the Madeira community
- Connect counseling, health, athletic, and residential life programs and broaden the scope of health and wellness at Madeira

**Concussion Protocol**

**DEFINITION**

A concussion is a type of brain injury that changes the way the brain normally works. A concussion is caused by a bump, blow, or jolt to the head, or a blow to the body that causes the head and brain to move rapidly back and forth. Each case is different with different symptoms and rates of recovery.

**SIGNS AND SYMPTOMS**

There is no one single indicator for a concussion. Rather, recognizing a concussion requires a symptom assessment. The signs and symptoms of concussion can take time to appear and can become more noticeable during concentration and learning activities in the classroom. For this reason it is important to watch for changes in how the student is acting or feeling, if symptoms become worse, or if the student just “doesn’t feel right.”

- **Physical**: headache; nausea; vomiting; dizziness; fatigue; low energy; blurred vision; sleep disturbance; sensitivity to light/noise; balance problems; feeling sluggish, foggy, or hazy; stunned appearance; loss of consciousness; seizure
- **Cognitive**: difficulty with focus and attention, concentration, memory, speed of processing, judgment, and executive control; amnesia
- **Behavioral/emotional**: depression, anxiety, agitation, irritability, impulsivity, aggression, increased emotions, sadness, nervousness

**PROTOCOL FOR RETURNING TO SCHOOL/ACTIVITIES**

Your daughter has most likely sustained a concussion. The following steps are required for her to return to school following a head injury.

1. Have her evaluated by her primary care physician or an urgent care physician immediately.
2. Ask the doctor who initially examines her to fill out the Acute Concussion Evaluation form (ACE) (Appendix B) and bring this form to the Health and Wellness Center (HWC) on the next school day.
3. If diagnosed with a concussion, please have the examining physician complete the ACE care plan (Appendix C.) If your physician prefers, he/she can refer you to a pediatric neurologist or the Children’s Hospital Concussion Clinic/SCORE for continued follow up care. Your daughter may need several visits to her physician and/or to the Concussion Clinic while she is recovering from a concussion. (Madeira has a relationship with the SCORE Clinic. For assistance in obtaining a timely appointment please contact the Health & Wellness Center.
4. After the appointment with your pediatrician, neurologist or Concussion Clinic, make an appointment at the HWC to speak with one of the nurses about the next steps in managing your daughter's concussion. The student must bring the completed ACE Evaluation and Care Plan to the HWC. The director of the Health & Wellness Center will coordinate with the Academic Dean and Dean of Students to assess the physician's recommendations and to develop a plan for return to academics. If a student requires accommodations in excess of what we are able to provide both in the classroom and in the dorms, a medical leave may be necessary.
5. Once a student has been cleared by the Director of the Health & Wellness Center an appointment will be made with a member of the Academic office to discuss academic matters.
6. Clearance by a physician to return to school does not mean she is cleared for sports or activities. Typically, to be cleared for return to athletics a student needs to have been symptom free for seven days after returning to her full academic program without accommodations.

Medical Leave of Absence

The treatment of some medical and psychological conditions is best managed outside of a school setting. Severe depression, concussions, eating disorders, and attempts at self-injury are examples of conditions which generally require more treatment, support and supervision than a boarding school can provide. In these cases, a family may apply for medical leave. A medical leave of absence may be granted by the head of school, in consultation with the director of health services or director of counseling, the dean of students, and the academic dean when the management of physical or emotional illness interferes with a student’s ability to participate in the School’s program, has an undue negative impact on others, and/or is beyond the practical limits of the care that the Health and Wellness Center can provide. Requests for such a medical leave should be made by a family or guardian in writing to the head of school.

In some situations, such as when a student’s condition or behaviors are creating an undue disruption to the community, or where the School is unable to provide the level of treatment, supervision or support required to address the condition, professionals of the Health and Wellness Center, in consultation with the head of school, dean of students, and academic dean, may require that the student take a medical leave. Medical leave tends to fall into three categories: in-house, short-term (less than two weeks), and long-term (more than two weeks, but no more than the total of three school months). In some circumstances, depending on the student’s diagnosis and symptoms, the School will determine the minimum length of absence. It is understood that students on medical leave retain their place in school.

All students on medical leave are expected to arrange for the professionals providing their care at home to consult with the director of health services or the director of counseling. The school, in conjunction with its health and wellness professionals, the dean of students and the academic dean, retains the sole right to determine whether, under what conditions, and/or when, to allow a student to return from a medical leave. If return to school is being considered, the director of the health and wellness center may require written or verbal communication from relevant outside healthcare providers and continued treatment at school or off-campus may be a condition for return. If it is determined that a student is unable to return or if it is not in the best interest of the school community for her to return, she and her parents will be notified and she will be allowed to withdraw.

Students on short-term medical leave, or in-house medical leave that does not interfere with major obligations (such as examinations), are expected to make up the missed work in a timely manner. Academic matters for a student on medical leave are handled through the academic dean and her office.

When a student is on long-term medical leave, the academic dean’s office will consult with the co-curriculum office, the academic departments, and the student’s classroom teachers to determine what work will be required of the student to meet the requirements of the course(s). A student on medical leave, once she completes the work as arranged by the academic dean, will receive pass/fail grades in the terms where she has accrued absences beyond the number allowed under the School's attendance policy.

Medical leaves are not recorded on a student’s permanent academic record. When a medical leave is extended beyond three months, a decision about the student’s ability to hold her place in school will be made by the head of school after consultation with the dean of students, the academic dean, and the director of health services and/or the director of counseling. If a student is unable to return to school for health reasons, it is expected that the student will withdraw. In the case of withdrawal for medical reasons, the student may be eligible to apply for
readmission at a later date. Details concerning a student’s medical leave will be considered confidential. Release of medical information requires consent and will not be part of the academic record.

Sports Related Health Care
The athletic trainer works with the Health and Wellness Center to provide the best care possible for students. The athletic trainer, along with the health and wellness staff, will assess injuries that occur during practices, home games, and tournaments. The athletic trainer is responsible for immediate care, treatment, rehabilitation, and reconditioning of athletic injuries. Parents will be notified if the student is transferred for care to a hospital. The athletic trainer also determines, in conjunction with the Health and Wellness Center, if the student should be seen by an orthopedist, and, if so, the nursing staff will schedule the appointment. Under most conditions, the athletic trainer will attend these appointments with the student. The athletic trainer works in conjunction with the Health and Wellness Center under the auspices of the school orthopedist in evaluating and rehabilitating non-athletic orthopedic injuries.

The Health and Wellness Center staff, the athletic trainer, or a physician must evaluate any student who is unable to participate in her after-school sport/activity due to illness or injury. A student who needs to be excused from a sport/activity for more than three days must have a note from a physician describing the nature of the injury/illness, the treatment or limitations, the duration of the restrictions, possible alternative physical activity, and any follow-up care required. The student must also have a clearance note from her physician stating that she may return to play. Until this required paperwork is received by the Health and Wellness Center, missed activities due to illness or injury will be counted as absences. A long-term activity restriction requires medical re-evaluation every trimester.
Electronic Citizenship

Purpose
Madeira’s community values of honesty, respect, and compassion extend into the use of information and computing resources. Because every member of our community has basic rights and responsibilities, it is considered unethical to violate these rights or ignore these responsibilities. Everyone who uses the Madeira computer systems and network is held accountable. The Madeira community is comprised of, but not limited to, students, faculty, staff, Board of Directors, parents, guests, and alumnae.

The MEANS
The Madeira Educational Access Network Service (MEANS) is available to the whole Madeira community. The MEANS is comprised of two parts: an intra-community network that promotes, stimulates, and supports educational endeavors both on and off the school campus; and Internet access which enables the community to utilize the vast wealth of resources available globally.

Access to the MEANS is considered a privilege rather than a right. Students and adults are reminded that the technical world is public and permanent. Appropriate use of the computer systems and network should always be ethical, reflect academic honesty and community standards, show restraint in the consumption of shared resources, and be in compliance with this Acceptable Use Policy (AUP). It should demonstrate respect for intellectual property, ownership of data, system security, and individuals’ rights to privacy and freedom from intimidation, harassment, and unwarranted annoyance. The technological world does not provide context for communication. To that end, students and adults are reminded that some expressions used in everyday language are taken in a literal sense and will be acted upon accordingly – even to the extent of involving the appropriate authorities.

User Information and Communications
Madeira does not, as a general matter, monitor a user’s files or email messages to/from the user. If, however, Madeira believes that a user may be in violation of the law, the AUP, or any other school rules of conduct; that a person or property is in jeopardy; or that the best interests of Madeira otherwise so require, Madeira reserves the right to gain access to a user’s files or email messages to/from the user. Should this need arise, a network administrator and a faculty member or school administrator will be involved. In addition, Madeira reserves the right to disclose the contents of such files or messages to third parties as required or permitted by law.

Personal Technology
The use of personal technology is permitted on the Madeira campus. However, students are expected to use these devices properly and within the guidelines set forth by The Madeira School. Personal technology is permitted in the classroom provided permission has been granted by the course instructor as part of the curriculum. This technology includes, but is not limited to, laptops, desktops, cell phones, tablets, Blackberries, PDAs, language translators, video players, and MP3 players. These devices are subject to confiscation or search in the event that Madeira believes: (a) that a user may be in violation of the law, the AUP, or any other school rules of conduct; (b) that a person or property is in jeopardy; or (c) that the best interests of Madeira otherwise so require.
Services

Dining
The Madeira School dining service, provided by Sodexo, Inc., serves a balanced menu with an emphasis on fresh, healthy, restaurant-quality food. Additionally, the dining program is committed to educating the community with regard to nutrition, sustainability, and being a socially responsible consumer. Each year, interns in Sodexo’s dietetic internship program serve at the School. These individuals work with the Health and Wellness Center to establish educational programming and raise community awareness about nutrition.

The School offers three well-balanced meals Monday through Friday, and brunch and dinner on Saturday and Sunday. Fresh fruit is always available when the dining hall is closed. A vegetarian, or vegan, option is included at every meal. Students with allergies or special dietary needs should meet early in the year with the Health and Wellness Center and the director of food services. The dining hall does not use trans-fat oils in any culinary applications and makes every attempt to avoid peanut-containing products.

Students and faculty are responsible for the care of the dining room. It is expected that food, dishes, and silverware will not leave the dining area. Community members are asked to clear their own tables and leave the dining room neat and tidy. Girls are not to be in the serving area except at meal times. Dress code guidelines apply at all times. Guests must be signed in by their host at the entrance to the serving area. While we welcome guests to all our meals, we ask that you are conscientious of the cost to the School.

**DINING ROOM HOURS**

<table>
<thead>
<tr>
<th>Meal</th>
<th>Days</th>
<th>Time</th>
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</thead>
<tbody>
<tr>
<td>BREAKFAST</td>
<td>Monday through Friday</td>
<td>7:30-8:30 a.m.</td>
</tr>
<tr>
<td>LUNCH</td>
<td>Monday through Friday</td>
<td>11:00 a.m.-1:00 p.m.</td>
</tr>
<tr>
<td></td>
<td>Snail Day Lunch</td>
<td>11:00 a.m.-1:10 p.m.</td>
</tr>
<tr>
<td>DINNER</td>
<td>Monday through Friday</td>
<td>6:00 p.m. - 7:00 p.m.</td>
</tr>
<tr>
<td></td>
<td>Saturday and Sunday</td>
<td>5:30 p.m. - 6:30 p.m.</td>
</tr>
<tr>
<td></td>
<td><strong>Community Dinner once a month on Wednesdays, 5:30 p.m.-6:30 p.m.</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>* Faculty and Staff dinner begins at 5:30 p.m. – Seniors at 5:45 p.m.</td>
<td></td>
</tr>
<tr>
<td>BRUNCH</td>
<td>Saturday and Sunday (Full Brunch)</td>
<td>11:00 a.m. - 1:00 p.m.</td>
</tr>
<tr>
<td></td>
<td>Continental options available at 9:00 a.m.-11:00 a.m.</td>
<td></td>
</tr>
</tbody>
</table>

Lucy & Co.
Located on the lower level of the Student Center is Lucy & Co., the Madeira school store. Lucy & Co. carries school supplies and drugstore items, as well as snacks and Madeira apparel and gift items. Lucy & Co. accepts Visa, MasterCard, American Express, cash, checks. Lucy & Co. is open Monday through Friday 11:00a.m. to 3:00p.m. For offsite Madeira apparel purchases, contact the school store staff at 703-556-8304 or visit the online store at [www.madeira.org/schoolstore](http://www.madeira.org/schoolstore). Textbooks are not sold at Lucy & Co.

Madeira is partnering with ClassBook.com to help facilitate the purchase of textbooks and digital content. Students may purchase books from any supplier. Many of the textbooks come in a digital format that students may purchase. If you are purchasing books from an alternative supplier, please check the ISBN carefully. Title, author, and ISBN information can be found through ClassBook.com. All students are expected to have their books for the first day of class. Visit [www.classbook.com/MADEI.asp](http://www.classbook.com/MADEI.asp) to place your order.
Dry Cleaning
Dry cleaning services are available through Lucy & Co. Students may speak with a staff member to establish options for this service.

General Store
The general store is located in the student center and is run by Madeira girls. It offers both snack food and drinks. The store is open Sunday through Thursday, 5:00-5:30 p.m. and 9:30-10:00 p.m. The General store will accept cash or will charge home to a girl’s account.

Mail and Deliveries
All boarding students are assigned a mailbox for the upcoming school year. Mailbox numbers and combinations will be distributed during orientation. Please ensure your daughter’s name is on all correspondence.

Package Shipping and Receiving
Students who wish to ship packages or purchase stamps may do so at Lucy & Co. Shipping charges and stamps may be charged purchased using cash, check or credit/debit card. Students may pick up packages at Lucy & Co. during regular store hours or by picking up a key at the AOD after hours.

Students may ship belongings to campus prior to their arrival. Please address the packages to:

[Your daughter’s name]
The Madeira School
8328 Georgetown Pike
McLean, VA 22102

Food and Other Deliveries to Campus
Students may order food, flowers, etc. from an approved list of vendors. Any time a student calls to request a delivery of anything to campus, it is that girl’s responsibility to alert the Adult on Duty (AOD) that a delivery is on the way. The AOD will then alert security to expect a delivery. Students may call for such deliveries only when the AOD desk is open (see times below). Students must wait for and meet the delivery person in the lobby of the student center. Deliveries are not permitted anywhere on campus except the student center lobby. If the AOD desk is closed, security will not permit the driver to enter campus.

- Students may have food delivered at the following times (it must arrive between these times):
  - Friday from the end of their D Block activity until 10:45 p.m.
  - Saturday from 9:00 a.m. until 10:45 p.m.
  - Sunday from 9:00 a.m. until 7:00 p.m.

All other deliveries to campus will be taken to the AOD desk at the student center. Students will be notified via email of their delivery. Please contact 703-556-8211 to alert the AOD that a delivery is on the way.

Parents or guests may leave items for a student to pick up at the AOD desk during the day. The AOD will email the student when a delivery has been made. Should the item not be picked up within 48 hours, it will be placed on the note board (if appropriate size) or sent to the student’s advisor through the Academic Office.

Lost and Found
There is a lost and found located at the Dean of Students Office. Items are kept in the closet across from the AOD desk. Please come to the AOD desk to gain access to the lost and found. Often items that are misplaced are handed into the closest office to that location, so be sure to check with the offices in the building where your item was last seen. Valuable items that are turned in are kept locked at the AOD desk. During the year, the Dean of Students Office will clean out the lost and found, notifying students of a 48-hour period in which they must reclaim lost items or they will be either donated or discarded, as appropriate.
Note Board
The note board is located on the main floor of Schoolhouse I. Notes for girls are placed on the board directly above the initial of their last name. All girls should check the note board daily. It is a violation of the honesty policy to read, deface, or take anyone else’s notes.

The Hurd Athletic Center and Swimming Pool
The pool facilities are open to the campus community each day. Community swim hours are:

<table>
<thead>
<tr>
<th>Day</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday through Thursday</td>
<td>7:30 p.m. - 9:00 p.m.</td>
</tr>
<tr>
<td>Saturday</td>
<td>12:00 p.m. - 3:00 p.m.</td>
</tr>
<tr>
<td>Sunday</td>
<td>2:00 p.m. - 4:00 p.m.</td>
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</tbody>
</table>

Parents and families are not allowed to use the pool during open swim times unless accompanied by their daughters. The pool is closed when the dorms are closed for vacations.

The Hurd Exercise Rooms
The exercise rooms in the Hurd Sports Center are reserved for Madeira students and adults only. Priority for the space is given to afternoon classes and sports activities, however, students may enter at other times of the day. Seniors may use the space until 9:30 p.m.
# Parent Information

## Important Phone Numbers

<table>
<thead>
<tr>
<th>Department</th>
<th>Phone Number</th>
<th>Operating Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Security (staffed 24/7)</td>
<td>703-556-8269</td>
<td></td>
</tr>
<tr>
<td>Head of School</td>
<td>703-556-8210</td>
<td></td>
</tr>
<tr>
<td>Dean of Students Office</td>
<td>703-556-8211</td>
<td>Monday through Thursday 9:00 a.m. - 8:00 p.m.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Friday 9:00 a.m. - 11:30 p.m.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Saturday 9:00 a.m. - 11:30 p.m.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sunday 9:00 a.m. - 10:00 p.m.</td>
</tr>
<tr>
<td>Academic Office</td>
<td>703-556-8254</td>
<td>Monday through Friday 7:30 a.m. - 4:00 p.m.</td>
</tr>
<tr>
<td>Health and Wellness Center</td>
<td>703-556-8243</td>
<td>Monday through Friday 7:30 a.m. - 5:00 p.m.</td>
</tr>
<tr>
<td>College Counseling</td>
<td>703-556-8209</td>
<td></td>
</tr>
</tbody>
</table>

The School encourages you to take advantage of opportunities for parental and community involvement, and we welcome your comments and thoughts. Parents are encouraged to visit the parents’ page on our website for the most up to date parent news and information.

### Day Girls have a Home Here

Although approximately one-half of our population is from the local area, we encourage students to spend Friday or Saturday night on campus. Girls are welcome to hang-out and be part of our community 'after hours'! All day girls are assigned a dormitory so that they know that they have a home here at Madeira.

### P.A.T.S. Program

The Dean of Students Office coordinates this program (Parent Ambassadors To Students) which encourages our local families to consider providing weekend or vacation homestays for our international boarding students. An open home offers an international boarder a chance to get off campus, share in a home-cooked meal, or spend time with a family. Parents who participate in PATS help ease the pressures of being far from home by building relationships with international girls. As a local parent, connecting with a distance family gives parents another point of contact with the School. Encourage your daughter to suggest a friend that you might adopt. The Dean of Students Office is also happy to help you find a student to adopt! For more information visit [www.madeira.org/pats](http://www.madeira.org/pats).

### Parent to Parent

It can be hard to be a family from far away. The School publishes the community directory each year as a way to connect with one another and share in the life of their daughters. We encourage you to use this directory as a resource so that you can engage in conversations with other parents. Parents can also access this information on My BackPack. Whether you are inviting a new friend home or are hoping to plan an event, there is no substitute for personal conversations. Any corrections to the information provided should be directed to the Academic Office or made through My BackPack.

### Permissions and Invitations

Should you wish to invite a student to your home, or give permission for your daughter to visit with a friend, permissions, and invitations may be phoned: 703-556-8211, or emailed: aod@madeira.org to the Dean of Students Office.
The Parents’ Association
Membership in the Parents’ Association is automatic for all parents and guardians of students enrolled at Madeira and parents of alumnae who express continuing interest in the School. There are no membership fees.

The purpose of the Parents’ Association is to promote parental involvement in the School by supporting its mission, leadership, programs, and activities for the well-being of the students. It strives to be inclusive and informative and to encourage a positive relationship between the School and students’ families.

The officers of the association include the president, the chair of the Parents’ Fund, the vice president, two parent representatives per grade, and the liaisons and committee chairs for admissions, arts (dance, drama, music, and visual arts), athletics, boarding, co-curriculum, diversity, events (faculty/staff appreciation and Valentine’s Day desserts), orientation, and school support (library and school store).

Officers of the Parents’ Association are appointed to serve a one-year renewable term. The Parents’ Association president serves on Madeira’s Board of Directors. President for 2014-2015 is Loni Parent (Jessica ’11, Makenzie ’12, and Jordan ’15).

Please visit the parents’ page of our website for a full listing of officers, news, and events.

Faculty and Staff Appreciation
Parents work together to recognize the adults in their daughters’ lives. An annual luncheon is sponsored each May. Parents who wish to participate should contact their class representatives.

Staying Connected

DAILY WEBSITE UPDATES & THE WEEKLY BULLETIN
Each day, the website (www.madeira.org) lists the latest news and events. The Weekly Bulletin, emailed by the Dean of Students Office, will alert you to what activities are being offered for the upcoming weekend as well as what is happening on campus during the week.

SOCIAL MEDIA
Get a feel of what is happening on campus by following Madeira’s social media accounts. Find official social media channels (i.e. Facebook, Twitter, Instagram, LinkedIn), at www.madeira.org/socialmedia-dashboard.

PARENT NEWSLETTERS
The Communication Department bi-weekly email newsletter, Around The Oval, for parents that will keep you up to date on recent campus events, link to photo galleries which will showcase students and recent activities, and also link to current blog posts from our academic dean and head of school. On alternate weeks the Parents’ Association sends out its newsletter News Parents Can Use which is full of information about what is happening on campus and reminders about upcoming events and programs.

PARENTS’ WEEKENDS
Parents’ Weekend is a great chance to connect with the parents in your daughter’s class, meet with her advisor, and attend programs offered by the School. The weekend in October is a chance to visit classes, connect with your child’s advisor, and get feedback on the start of the year.
CELL PHONES
We strongly encourage all girls to have a cell phone. Her telephone number should be registered on her My BackPack account.

DEAN OF STUDENTS OFFICE & ADULT-ON-DUTY DESK (DOS & AOD)
The Dean of Students Office is located in the student center and is often a hub of activity for leaving and returning to campus, deliveries, permissions, etc. The front office is staffed by the assistant to the dean of students.

Being On Campus

DINING HALL
Parents are welcome to join their daughters in our dining hall for a meal. Food is not permitted out of the dining area and we ask that all visitors sign in.

THE HURD GYMNASIUM
Parents are welcome to the pool and gymnasium when they are accompanying their daughters.

WALKING
With over 300 acres, it’s possible to walk or run several miles on the trails in the woods and on the roads. We advise the girls to travel in pairs and we ask that you consider this practice as well.

PETS
Pets should be leashed and picked up after during your visit. Please remember that some students have severe allergies and a fear of dogs.

RULES AND RESTRICTIONS
Parents visiting the campus are expected to respect and adhere to school rules. In appropriate circumstances, a parent’s visits to the campus maybe restricted or prohibited. (Divorced parents: Parents are encouraged to provide the School with any legal documents that affect either parent’s contact with enrolled girls, such as custody or protective orders.)

DRIVING AND PARKING ON CAMPUS
Everyone who drives onto Madeira’s campus is expected to obey our speed limit of 15 mph and to park (permit required) in designated areas. Parking on the grass is prohibited unless otherwise directed.

Parking permit forms are distributed each September and are available through the Safety and Security Office.

Financial Obligations

Spending Money
Parents should discuss family expectations regarding allowances and finances before coming to Madeira. Girls may need money for weekend activities and miscellaneous expenses. Students can usually access an ATM on a weekly basis. Students should keep money in a locked box provided in dorm rooms. The School is not responsible for lost or missing money.

A bank representative comes to campus during orientation for families who would like to open an account for their daughter with a local bank.
**Tuition**
The School expects forms to be submitted on time and fees and charges to be paid when they are due. Monthly statements, parent loan payments, and/or tuition payment plan payments are to be paid in full each month.

Late payments or past-due accounts may result, at the School’s sole discretion and without further notice, in sanctions that include, but are not limited to, the following or any combination of the following:

- Reenrollment contract withheld
- Report cards withheld
- Transcripts withheld
- College counseling representations and contacts suspended
- Suspension from class, sports, and extracurricular participation
- Exclusion from room draw
- Exclusion from student government elections
- Charge privileges revoked
- Loans cancelled
- Tuition payment plans canceled
- Diploma withheld
- Participation in Graduation barred
- Other school services withheld
- Letters of recommendation withheld

**Library Fees**
All grades will be held until a student’s accounts are cleared. Seniors will have diplomas withheld until all accounts are cleared. If any student is found to have unreturned library items on her account, she will be charged the price of each item and an additional processing fee for replacement. If the student is able to find the item and return it to the library before the bill is issued, her library fines associated with that item will be waived.

**Giving**

**THE MADEIRA FUND**
Each year, the School makes an appeal to all members of the community to give to The Madeira Fund, Madeira’s annual giving program. These gifts are the most important source of unrestricted funds to Madeira, underwriting approximately eight percent of the School’s operating budget. The Parents’ Fund is a component of The Madeira Fund and is the total number of gifts made to The Madeira Fund by current parents. Through parent-to-parent fundraising, The Parents’ Fund raises more than $360,000 annually. By participating in The Parents’ Fund, you are supporting the School’s mission and keeping Madeira strong.

Your gift helps Madeira meet obligations for everyday needs. You can designate your gift to one of the following areas:

- Area of greatest need
- Arts
- Athletics
- Co-Curriculum
- Faculty and academics
- Financial aid
- Opportunities of the School.
**GIFTS IN KIND**

The Madeira School does not encourage students or families to give gifts of recognition to individual faculty or staff. In place of such gifts, families and students are asked to express their individual gratitude through the written word, in the form of a card or note, or by a gift to The Madeira Fund in honor of the specific teacher or staff member.

On occasion families will donate play or concert tickets, tickets for athletic events, and time at vacation homes. These are offered to faculty and staff through raffle on a first-come, first-served system overseen by the director of human resources. Receipts for tax purposes can be obtained from the Development Office.

**Press Relations and Photography**

As an institution dedicated to the education of young women, The Madeira School understands the importance of having girls’ achievements recognized and publicized. By enrolling a student at The Madeira School and submitting a signed contract, a parent or guardian acknowledges that the student’s name, photo, and/or comments may be used for publicity purposes either in print or on the School’s web page. If a parent or guardian wishes to withhold this permission, they should notify the director of communications and marketing in writing.

**Emergencies**

Parents are encouraged to enroll in the School’s emergency alert system which will notify them of inclement weather emergencies and other school closings/emergencies according to each parent’s personal contact preferences via email, text, or telephone.

In order to effectively manage an emergency situation that affects the operations of the School, an Emergency Response Plan is in place. This plan is reviewed annually by the assistant head of school and others.

The plan outlines communication steps and specifies mechanisms to ensure that students are safe during an emergency situation, whether on campus or off campus as on Co-Curriculum days.
Appendix
Appendix A - Harassment Policy

Our community seeks to be a place where every individual is treated with sensitivity and respect. The school will not tolerate any type of harassment of an individual for any reason, including, but not limited to, ethnic or religious background, gender, sexual orientation, or race.

Harassment is any improper and/or unwelcome conduct that might reasonably be expected or be perceived to cause offense or humiliation to another person. Harassment may take the form of words, gestures, or actions which tend to annoy, alarm, abuse, demean, intimidate, belittle, humiliate, or embarrass another or which creates an intimidating, hostile, or offensive environment, or bullying. Sexual or romantic relationships between students and adult members of the school community are strictly forbidden. If individuals have concerns, they should report these to the dean of students or one of the school counselors.

Any member of the Madeira community whose actions or statements amount to harassment or intimidation of others will be subject to the appropriate disciplinary action.

Harassment Based On Race, Color, or National Origin

Racial or ethnic harassment is any abuse of an individual or group on the basis of actual or perceived race, color, or national origin. This harassment includes both easily identified acts of oral, written, or physical abuse, and, more subtle, but equally damaging forms of harassment such as graffiti, epithets, and racially stereotyped remarks or ‘humor.’

Religious Harassment

Harassment on the basis of a person's actual or perceived religion or creed includes, but is not limited to, the use of nicknames emphasizing religious stereotypes, religious slurs, and derogatory comments or conduct directed at an individual's religion, religious traditions, religious symbols, or religious clothing.

Sexual Harassment

Sexual harassment is not social or courting behavior. Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal, physical, or psychological misconduct of a sexual nature. Sexual harassment may include, but is not limited to:

- Physical assault, including rape, or any coerced sexual relation
- Subtle pressure for sexual activity or for a relationship that takes on a sexual or romantic coloring
- Any demeaning sexual propositions
- Unnecessary touching in any form
- Leering or ogling at a person’s body
- Sexually explicit or suggestive remarks about a person’s physical attributes, clothing, or behavior
- Sexually stereotyped or sexually charged insults, humor, or verbal abuse.
- Inappropriate personal questions

Sexual Orientation Harassment

Harassment on the basis of a person’s actual or perceived sexual orientation includes, but is not limited to, name calling, using nicknames emphasizing sexual stereotypes, and imitating physical characteristics or mannerisms associated with a person's sexual orientation.

Disability Harassment

Harassment based on a person's actual or perceived physical and/or mental disability includes, but is not limited to, name calling, making derogatory references to the disabling condition, and imitating manners of speech and/or movement associated with the disability, or interfering with access to or use of necessary adaptive equipment or aids.

Retaliation

Retaliation includes any act or comment (or lack thereof) intended to negatively impact an individual who has reported suspected harassment or discrimination, has participated in an investigation, or who has supported a complaint of harassment or discrimination. Retaliation is also a very serious violation of this policy and should be reported immediately – in the case
of students, to the dean of students or the school counselor, and in the case of employees, to the assistant head of school or the academic dean. Retaliation against any individual for reporting violations of this policy, for participating in the investigation, or for supporting a complaint will not be tolerated and may be subject to disciplinary action, up to and including, immediate termination.

What to Do if You Feel You are Being Harassed
If individuals have concerns, they should report these to the dean of students or one of the school counselors. Be as specific as possible, recording direct quotations, actions, and witnesses. Whenever possible, speak up at the time to the person who is making you uncomfortable. Tell the individual that the behavior is unwelcome and must cease immediately.

Members of the school community are obligated to take complaints seriously. The School will investigate any charge of harassment brought by or against a member of the community and will take action in valid cases. The School will determine who the most appropriate investigator or investigators will be. The School will investigate the incident, inform the alleged harasser, and determine a plan to address the complaint. At the conclusion of the investigation, the lead investigator will report the findings to the head of school.

Members of the community should be aware that, depending on the circumstances and severity or repetition of the offense, the response may range from a reprimand, up to and including, dismissal of a student, or termination of employment for an adult. Any person who directs any form of retaliation toward someone making a complaint about harassment will be subject to disciplinary action. Where legal action is required, counsel will be consulted and the School will act as advised.

Confidentiality and Discretion
All actions taken to investigate and resolve complaints through this procedure shall be conducted with as much confidentiality and discretion as possible, without compromising the thoroughness of the investigation, or the School’s obligations to investigate and appropriately respond to the situation. If the allegation of harassment is against a person who is not an employee of the School, the head of school shall determine the procedure for investigating the allegation and correcting any inappropriate conduct.

False Complaints/Abuses of Process
Allegations of sexual harassment and discrimination are serious and can be damaging to an accused person’s reputation. Therefore, anyone who knowingly makes a false complaint may be subject to severe discipline.

In addition, candor, cooperation, and honesty are essential to the investigation and remediation process. They are expected of all participants in an investigation. Abuse of process, including lying to an investigator, may result in discipline.

Concussion
Appendix B – Acute Concussion Evaluation Form

ACUTE CONCUSSION EVALUATION (ACE)
PHYSICIAN/CLINICIAN OFFICE VERSION

Patient Name: __________________________
DOB: ______________________ Age: __________
Date: ___________ ID/MF#: ______________________

A. Injury Characteristics

1. Injury Description

1a. Is there evidence of a forcible blow to the head (direct or indirect)? __ Yes __ No __ Unknown
1b. Is there evidence of intracranial injury or skull fracture? __ Yes __ No __ Unknown
1c. Location of impact: __ Frontal __ Lt Temporal __ Rt Temporal __ Lt Parietal __ Rt Parietal __ Occipital __ Neck __ Indirect Force
2. Cause: __ MVC __ Pedestrian-MVC __ Fall __ Assault __ Sports (specify) __ Other

3. Amnesia Before (Retrograde): Are there any events just BEFORE the injury that your patient has no memory of (even brief)? __ Yes __ No __ Duration
4. Amnesia After (Anterograde): Are there any events just AFTER the injury that your patient has no memory of (even brief)? __ Yes __ No __ Duration
5. Loss of Consciousness: Did your patient lose consciousness? __ Yes __ No __ Duration
6. EARLY SIGNS: __ Appears dazed or stunned __ Is confused about events __ Answers questions slowly __ Repeats Questions __ Forgetful (recent info)
7. Seizures: __ Seizures observed? __ Yes __ No __ Duration

B. Symptom Checklist* Since the injury, has the patient experienced any of these symptoms any more than usual today or in the past day?

PHYSICAL (10) COGNITIVE (4) SLEEP (4)

<table>
<thead>
<tr>
<th>Symptom</th>
<th>0</th>
<th>1</th>
<th>0</th>
<th>1</th>
<th>0</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headache</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>Nausea</td>
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</tr>
<tr>
<td>Vomiting</td>
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<tr>
<td>Balance</td>
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<tr>
<td>Dizziness</td>
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<td>Visual</td>
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<td>Fatigue</td>
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<tr>
<td>Sensitivity to</td>
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<td></td>
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<tr>
<td>Numbness/Tingling</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

(Calculate Total 0-10)

EMOTIONAL (4)

<table>
<thead>
<tr>
<th>Symptom</th>
<th>0</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotionality</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(Sleep Total 0-4)

TOTAL Symptom Score (0-23)

C. Risk Factors for Protracted Recovery (check all that apply)

Concussion History? Y __ N __
Headache History? Y __ N __
Developmental History? Y __ N __
Psychiatric History? Y __ N __

Prior treatment for headache
History of migraine headache
History of migrane headache
History of migrane headache
History of migrane headache
History of migrane headache
History of migrane headache
History of migrane headache
History of migrane headache

D. RED FLAGS for acute emergency management: Refer to the emergency department with sudden onset of any of the following:

*Headache that worsens*  *Looks very drowsy can't be awakened*  *Can't recognize people or places*  *Nick pain*
*Seizures*  *Repeated vomiting*  *Increasing confusion or irritability*  *Unusual behavioral change*
*Focal neurologic signs*  *Slurred speech*  *Weakness or numbness in armslegs*  *Change in state of consciousness*

E. Diagnosis (ICD): __Concussion w/o LOC 850.0 __Concussion w/ LOC 850.1 __Concussion (Unspecified) 850.9 __Other (864)

ACE Completed by: __________________________ M.D. RN NP PhD ATC

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This form is part of the "Heads Up: Brain Injury in Your Practice" tool kit developed by the Centers for Disease Control and Prevention (CDC).
A concussion (or mild traumatic brain injury (MTBI)) is a complex pathophysiological process affecting the brain. Induced by traumatic biomechanical forces secondary to direct or indirect forces to the head, disturbance of brain function is related to neural metabolic dysfunction, rather than structural injury, and is typically associated with normal structural neuroimaging findings (i.e., CT scan, MRI). Concussion may or may not involve a loss of consciousness (LOC). Concussion results in a constellation of physical, cognitive, emotional, and sleep-related symptoms. Symptoms may last from several minutes to days, weeks, months or even longer in some cases.

**ACE Instructions**

The ACE is intended to provide an evidence-based clinical protocol to conduct an initial evaluation and diagnosis of patients (both children and adults) with known or suspected MTBI. The research evidence documenting the importance of these components in the evaluation of an MTBI is provided in the reference list.

**A. Injury Characteristics:**

1. **Obtain description of the injury** — how injury occurred, type of force, location on the head or body (if force transmitted to head). Different biomechanics of injury may result in differential symptom patterns (e.g., occipital blow may result in visual changes, balance difficulties)

2. **Indicate the cause of injury** - Severe forces associated with the trauma are likely to result in more severe presentation of symptoms

3/4. **Amnesia** - Amnesia is defined as the failure to form new memories. Determine whether amnesia has occurred and attempt to determine length of time of memory dysfunction – before (retrograde) and after (anterograde) injury. Even seconds to minutes of memory loss can be predictive of outcome. Recent research has indicated that amnesia may be up to 4-10 times more predictive of symptoms and cognitive deficits following concussion than is LOC (less than 1 minute).

5. **Loss of consciousness** (LOC) — if it occurs, determine length of LOC.

6. **Early signs** - If present, ask the individuals who know the patient (parent, spouse, friend, etc) about specific signs of the concussion that may have been observed. These signs are typically observed early after the injury.

7. **Inquire whether seizures** were observed or not.

**B. Symptom Checklist:**

1. Ask patient (and/or parent, if child) to report presence of the four categories of symptoms since injury. It is important to assess all listed symptoms as different parts of the brain control different functions. One or all symptoms may be present depending upon mechanism of injury. Record “1” for Yes or “0” for No for their presence or absence, respectively.

2. For all symptoms, indicate presence of symptoms as experienced within the past 24 hours. Since symptoms can be present premorbidly/at baseline (e.g., attention, headaches, sleep, sadness), it is important to assess change from their usual presentation.

3. **Scoring** - Sum total number of symptoms present per area, and sum all four areas into Total Symptom Score (score range 0-22). (Note: most sleep symptoms are only applicable after a night has passed since the injury. Drowsiness may be present on the day of injury.) If symptoms are new and present, there is no lower limit symptom score. Any score > 1 indicates positive symptom history.

4. **Exertion** - Inquire whether any symptoms worsened with physical (e.g., running, climbing stairs, bike riding) and/or cognitive (e.g., academic studies, multi-tasking at work, reading or other tasks requiring focused concentration) exertion. Clinicians should be aware that symptoms will typically worsen or re-emerge with exertion, indicating incomplete recovery. Over-exertion may protect recovery.

5. **Overall Rating** - Determine how different the person is acting from their usual self. Circle “0” (Normal) to “6” (Very Different).

**C. Risk Factors for Protracted Recovery:**

1. **Concussion History:** Assess the number and date(s) of prior concussions, the duration of symptoms for each injury, and whether less biomechanical force resulted in re-injury. Research indicates that cognitive and symptom affects of concussion may be cumulative, especially if there is minimal duration of time between injuries and less biomechanical force results in subsequent concussion (which may indicate incomplete recovery from initial trauma).  

2. **Headache History:** Assess personal and/or family medical history of diagnosis/treatment for headaches. Research indicates headache migraines in particular can result in protracted recovery from concussion.

3. **Developmental History:** Assess history of learning disabilities, Attention-Deficit/Hyperactivity Disorder or other developmental disorders. Research indicates that there is the possibility of a longer period of recovery with these conditions.

4. **Psychiatric History:** Assess for history of depression/ mood disorder, anxiety, and/or sleep disorder.

**D. Red Flags:** The patient should be carefully observed over the first 24-48 hours for these serious signs. Red flags are to be assessed as possible signs of deteriorating neurological functioning. Any positive report should prompt strong consideration of referral for emergency medical evaluation (e.g. CT Scan to rule out intracranial bleed or other structural pathology).

**E. Diagnosis:** The following ICD diagnostic codes may be applicable.

850.0 (Concussion, with no loss of consciousness) — Positive injury description with evidence of forcible direct/indirect blow to the head (A1a); plus evidence of active symptoms (B) of any type and number related to the trauma (Total Symptom Score >0); no evidence of LOC (A5); skull fracture or intracranial injury (A1b).

850.1 (Concussion, with brief loss of consciousness < 1 hour) — Positive injury description with evidence of forcible direct/indirect blow to the head (A1a); plus evidence of active symptoms (B) of any type and number related to the trauma (Total Symptom Score >0); positive evidence of LOC (A5); skull fracture or intracranial injury (A1b).

850.9 (Concussion, unspecified) — Positive injury description with evidence of forcible direct/indirect blow to the head (A1a); plus evidence of active symptoms (B) of any type and number related to the trauma (Total Symptom Score >0); undetermined/unknown injury details; unclear evidence of LOC (A5); no skull fracture or intracranial injury.

**Other Diagnoses:** If the patient presents with a positive injury description and associated symptoms, but additional evidence of intracranial injury (A1b) such as from neuroimaging, a moderate TBI and the diagnostic category of 854 (intracranial injury) should be considered.

**F. Follow-Up Action Plan:** Develop a follow-up plan of action for symptomatic patients. The physician/caregiver may decide to (1) monitor the patient in the office or (2) refer them to a specialist. Serial evaluation of the concussion is critical as symptoms may resolve, worsen, or ebb and flow depending upon many factors (e.g., cognitive/physical exertion, comorbidities). Referral to a specialist can be particularly valuable to help manage certain aspects of the patient’s condition. (Physician/Clinician should also complete the ACE Care Plan included in the tool kit.)

1. **Physician/Clinician serial monitoring** — Particularly appropriate if number and severity of symptoms are steadily decreasing over time and/or fully resolve within 3-5 days. If steady reduction is not evident, referrals to a specialist is warranted.

2. **Referral to a specialist** — Appropriate if symptoms reduction is not evident in 3-5 days, or sooner if symptom profile is concerning in type/severity.

   - Neurocognitive Testing can provide valuable information to help assess a patient’s brain function and impairment and assist with treatment planning, such as return to play decisions.

   - **Physician Evaluation** is particularly relevant for medical evaluation and concussion management. It is also critical for evaluating and managing focal neurologic, sensory, vestibular, and motor concerns. It may be useful for medication management (e.g., headaches, sleep disturbance, depression) if post-concussive problems persist.
# Appendix C – Acute Concussion Evaluation Care Plan Form

## Acute Concussion Evaluation (ACE)  
**Physician/Clinician Office Version**  
Gerard Gioia, PhD & Micky Collins, PhD  
*Children's National Medical Center*  
*University of Pittsburgh Medical Center*

### A. Injury Characteristics

<table>
<thead>
<tr>
<th>Date/Time of Injury</th>
<th>Reporter: Patient Parent Spouse Other</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Injury Description

1a. Is there evidence of a forcible blow to the head (direct or indirect)?  
   - Yes  
   - No  
   - Unknown

1b. Is there evidence of intracranial injury or skull fracture?  
   - Yes  
   - No  
   - Unknown

1c. Location of impact:  
   - Frontal  
   - Lt Temporal  
   - Rt Temporal  
   - Lt Parietal  
   - Rt Parietal  
   - Occipital  
   - Neck  
   - Indirect Force

2. Cause:  
   - MVC  
   - Pedestrian-MVC  
   - Fall  
   - Assault  
   - Sports (specify)  
   - Other

3. Amnesia Before (Retrosgrade): Are there any events just BEFORE the injury that your person has no memory of (even brief)?  
   - Yes  
   - No  
   - Duration

4. Amnesia After (Anterograde): Are there any events just AFTER the injury that your person has no memory of (even brief)?  
   - Yes  
   - No  
   - Duration

5. Loss of Consciousness: Did your person lose consciousness?  
   - Yes  
   - No  
   - Duration

6. Early Signs:  
   - Appears dizzy or stunned  
   - Is confused about events  
   - Answers questions slowly  
   - Repeats questions  
   - Forgets (recent info)

7. Seizures:  
   - Were seizures observed?  
   - No  
   - Yes  
   - Detail

### B. Symptom Check List

*Since the injury, has the person experienced any of these symptoms any *more than usual* today or in the past day? Indicate presence of each symptom (0=No, 1=Yes).

#### PHYSICAL (0-10)

<table>
<thead>
<tr>
<th>Symptom</th>
<th>0</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headache</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nausea</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vomiting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Balance problems</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dizziness</td>
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<td></td>
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</tbody>
</table>

#### COGNITIVE (0-4)

<table>
<thead>
<tr>
<th>Symptom</th>
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<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feeling mentally foggy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Feeling slowed down</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Difficulty concentrating</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Difficulty remembering</td>
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<td></td>
</tr>
</tbody>
</table>

#### SLEEP (0-4)

<table>
<thead>
<tr>
<th>Symptom</th>
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<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drowsiness</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Insomnia</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### EMOTIONAL (0-4)

<table>
<thead>
<tr>
<th>Symptom</th>
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</thead>
<tbody>
<tr>
<td>Irritability</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sadness</td>
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<tr>
<td>More emotional</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nervousness</td>
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<td></td>
</tr>
</tbody>
</table>

#### EXERTION

<table>
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<tr>
<th>Symptom</th>
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<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical activity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cognitive activity</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### OVERALL RATING

<table>
<thead>
<tr>
<th>Symptom</th>
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<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>How disabled is the person acting compared to his/her usual self? (circle)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### PHYSICAL Total (0-10)

<table>
<thead>
<tr>
<th>Symptom</th>
<th>0</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headache</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nausea</td>
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<tr>
<td>Vomiting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Balance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dizziness</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### COGNITIVE Total (0-4)

- Focal neurological signs
- Disturbed speech
- Weakness or numbness in arms/legs
- Change in state of consciousness

#### SLEEP Total (0-4)

- Insomnia

#### EMOTIONAL Total (0-4)

- Irritability
- Sadness
- More emotional
- Nervousness

#### (Add Physical, Cognitve, Emotional, Sleep totals) Total Symptom Score (0-32)

### C. Risk Factors for Protracted Recovery

**Concussion History? Y N**  
**Headache History? Y N**  
**Developmental History**  
**Psychiatric History**

#### Previous # 1 2 3 4 5 6+  
- Prior treatment for headaches  
- Learning disabilities  
- Anxiety

#### Longest symptom duration

- Days:  
- Weeks:  
- Months:  
- Years:  

- History of migraine headaches
- Personal  
- Family

#### If multiple concussions, less force caused injury? Yes No

List other comorbid medical disorders or medication usage (e.g., hypothyroid, seizures).

### D. RED FLAGS for acute emergency management

- Headache that worsen  
- Looks very drowsy/can’t be awakened  
- Can’t recognize people or places  
- Nick pain

- Seizures
- Repeated vomiting
- Increasing confusion or irritability
- Unusual behavioral change

- Focal neurological signs
- Disturbed speech
- Weakness or numbness in arms/legs
- Change in state of consciousness

### E. Diagnosis (ICD):  

- Concussion w/o LOC 850.0  
- Concussion w LOC 850.1  
- Concussion (Unspecified) 850.9  
- Other (864)

### F. Follow-Up Action Plan

**Complete ACE Care Plan and provide copy to patient/family.**

- No Follow-Up Needed
- Physician/Clinician Office Monitoring: Date of next follow-up

**Referral:  
- Neurology  
- Neurosurgery  
- Psychology  
- Sports Medicine  
- Physiatrist  
- Psychiatrist  
- Other**

**Emergency Department**

### ACE Completed by:  

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A concussion (or mild traumatic brain injury (MTBI)) is a complex pathophysiologic process affecting the brain. Induced by traumatic biomechanical forces secondary to direct or indirect forces to the head. Disturbance of brain function is related to neurometabolic dysfunction, rather than structural injury, and is typically associated with normal structural neuroimaging findings. (i.e., CT scan, MRI). Concussion may or may not involve a loss of consciousness (LOC). Concussions result in a constellation of physical, cognitive, emotional, and sleep-related symptoms. Symptoms may last from several minutes to days, weeks, months or even longer in some cases.

ACE Instructions
The ACE is intended to provide an evidence-based clinical protocol to conduct an initial evaluation and diagnosis of patients (both children and adults) with known or suspected MTBI. The research evidence documenting the importance of these components in the evaluation of an MTBI is provided in the reference list.

A. Injury Characteristics:
1. Obtain description of the injury – how injury occurred, type of force, location on the head or body (if force transmitted to head). Different biodynamics of injury may result in differential symptom patterns (e.g., occipital blow may result in visual changes, balance difficulties).
2. Indicate the cause of injury – whether forces associated with the trauma are likely to result in more severe presentation of symptoms.
3-4. Amnesia – Amnesia is defined as the failure to form new memories. Determine whether amnesia has occurred and attempt to determine length of time of memory dysfunction – remote (retrograde) and affect (anterograde) injury. Even seconds to minutes of memory loss can be predictive of outcome. Recent research has indicated that amnesia may be up to 4-10 times more predictive of symptoms and cognitive deficits following concussion than is LOC (less than 1 minute).
5. Loss of consciousness (LOC) – If occurs, determine length of LOC.
6. Early signs, if present, ask the individuals who know the patient (parent, spouse, friend, etc.) about specific signs of the concussion that may have been observed. These signs are typically observed early after the injury.

7. Inquire whether seizures were present or re-emerge with exertion, indicating incomplete recovery. Over-exertion may precipitate or prolong.

B. Symptom Checklist:
1. Ask patient (and/or parent, if child) to report presence of the four categories of symptoms since injury. It is important to assess all listed symptoms as different parts of the brain control different functions. One or all symptoms may be present depending upon mechanisms of injury. 1. Record "1" for Yes or "0" for No for their presence or absence, respectively.
2. For all symptoms, indicate presence of symptoms as experienced within the past 24 hours. Since symptoms can be present predominantly at baseline (e.g., instanteons, headaches, sleep, sadness), it is important to assess change from their usual presentation.
3. Scoring: Sum total number of symptoms present per area, and sum all four areas into Total Symptom Score (score range 0-22). (Note: Most sleep symptoms are only applicable after a night has passed since the injury. Drowsiness may be present on the day of injury.) If symptoms are new and present, there is no lower limit symptom score. Any score > 7 indicates positive symptom history.
4. Exertion: Inquire whether any symptoms worsen with physical (e.g., running, climbing stairs, bike riding) and/or cognitive (e.g., academic studies, multi-tasking at work, reading or other tasks requiring focused concentration) exertion. Clinicians should be aware that symptoms will typically worsen or re-emerge with exertion, indicating incomplete recovery. Over-exertion may precipitate or prolong.

5. Overall Rating: Determine how different the person is acting from their usual self. Circle "9" (Normal) to "0" (Very Different).

C. Risk Factors for Protracted Recovery: Assess the following risk factors as possible complicating factors in the recovery process.

1. Concussion history: Assess the number and date(s) of prior concussions, the duration of symptoms for each injury, and whether less biomechanical force resulted in re-injury. Research indicates that cognitive and symptom effects of concussion may be cumulative, especially if there is minimal duration of time between injuries and less biomechanical force results in subsequent concussion (which may indicate incomplete recovery from initial trauma). 1,3
2. Headache history: Assess personal and/or family history of diagnosis/treatment for headaches. Research indicates headache (migraine in particular) can result in protracted recovery from concussion. 6
3. Developmental history: Assess history of learning disabilities, Attention-Deficit/Hyperactivity Disorder or other developmental disorders. Research indicates that there is the possibility of a longer period of recovery with these conditions. 6
4. Psychiatric history: Assess for history of depression/mood disorder, anxiety, and/or sleep disorder. 12-14

D. Red Flags: The patient should be carefully observed over the first 24-48 hours for these serious signs. Red flags are to be assessed as possible signs of deteriorating neurological functioning. Any positive report should prompt strong consideration of referral for emergency medical evaluation (e.g. CT scan to rule out intracranial bleed or other structural pathology). 17

E. Diagnosis: The following ICD diagnostic codes may be applicable.

850.0 (Concussion, with no loss of consciousness) – Positive injury description with evidence of forcible direct/indirect blow to the head (A1a); plus evidence of active symptoms (B) of any type and number related to the trauma (Total Symptom Score >0); no evidence of LOC (A5); skull fracture or intracranial injury (A1b).
850.1 (Concussion, brief loss of consciousness <1 hour) – Positive injury description with evidence of forcible direct/indirect blow to the head (A1a); plus evidence of active symptoms (B) of any type and number related to the trauma (Total Symptom Score >0); positive evidence of LOC (A5); skull fracture or intracranial injury (A1b).
850.9 (Concussion, unspecified) – Positive injury description with evidence of forcible direct/indirect blow to the head (A1a); plus evidence of active symptoms (B) of any type and number related to the trauma (Total Symptom Score >0); undetermined/unknown injury details; unclear evidence of LOC (A5); no skull fracture or intracranial injury.

Other Diagnoses: If the patient presents with a positive injury description and associated symptoms, but additional evidence of intracranial injury (A1b) such as from neuroimaging, a moderate TBI and the diagnostic category of 854 (intracranial injury) should be considered.

F. Follow-Up Action Plan: Develop a follow-up plan of action for symptomatic patients. The physician/clinician may decide to (1) monitor the patient in the office or (2) refer them to a specialist. Serial evaluation of the concussion is critical as symptoms may resolve, worsen, or ebb and flow depending upon many factors (e.g., cognitive/physical exertion, comorbidities). Referral to a specialist can be particularly valuable to help manage certain aspects of the patient's condition. Physician/Clinician should also complete the ACE Care Plan included in this tool kit.

1. Physician/Clinician serial monitoring – Particularly appropriate if number and severity of symptoms are steadily decreasing over time and/or fully resolve within 3-5 days. If steady reduction is not evident, refer to a specialist is warranted.
2. Referral to specialist – Appropriate if symptom reduction is not evident in 3-5 days, or sooner if symptom profile is concerning in type/severity.
   - Neurocognitive Testing can provide valuable information to help assess a patient's brain function and impairments and assist with treatment planning, such as return to play decisions.
   - Physician Evaluation is particularly relevant for medical evaluation and concussion treatment. It is also critical for evaluating and managing focal neurologic, sensory vestibular, and motor concerns. It may be useful for medicating management (e.g., headaches, sleep disturbance, depression) if post-concussive problems persist.
Appendix D – Whom to Contact If...

You need a *Yellow Sheet* for a **planned absence**: 703-556-8254    Academic Office
You are a day student who is **late on a class day**: 703-556-8254    Academic Office
You are a **sick boarder** see your: House Adult or go to Health Center
You are a **sick day student**: 703-556-8254    Academic Office
You are **late or absent on a Co-Curriculum day**: 703-556-8383    Co-Curriculum Office
You need to give permission or an invitation for a boarder: 703-556-8211    DOS Office/AOD
You lost your room key or swipe card: 703-556-8211    DOS Office
You need information on a sports event: 703-556-8357    Athletic Hotline
You need to **change your contact information**: 703-556-8254    Academic Office
You need to request a seal or **transcript**: 703-556-8319    Registrar’s Office
www.madeira.org/transcript
You have a boarding related issue: 703-556-8215    Dir. of Residential Life
You have a college counseling question: 703-556-8209    Dir. of College Counseling
You have a question about a class: 703-556-8249    Academic Dean
You need to reach the Administrator on Duty after hours when the AOD desk is CLOSED: 703-556-8269

**DORM FACULTY ARE ON DUTY FROM 7:00 p.m. to 7:00 a.m.**

You need to reach the **East Dorm** Faculty on duty: 571-926-7598
You need to reach the **Main Dorm** Faculty on duty: 571-926-3984
You need to reach the **New Dorm** Faculty on duty: 571-926-7595
You need to reach the **North Dorm** Faculty on duty: 571-926-7588
You need to reach the **South Dorm** Faculty on duty: 571-926-7590
You need to reach the **West Dorm** Faculty on duty: 571-926-7600