

LOWER SCHOOL

STUDENT HANDBOOK

LOWER SCHOOL PHILOSOPHY

The Lower School offers a strong academic foundation in a nurturing, safe, and engaging environment. Each student is encouraged to strive for personal levels of excellence in educational, social, physical, emotional, and creative endeavors.

The challenging, yet supportive, curriculum of the Lower School integrates academics, foreign language, the arts, technology, and physical education, recognizing differentiated learning styles as the faculty promotes independence, cooperation, and responsibility. Parents and teachers form a partnership through frequent communication to assist each student in meeting his or her personal goals.

The Lower School fosters a love of learning and an appreciation of the traditional values of respect, compassion, and integrity. The goal is to empower each child with a thirst for knowledge, as well as a model of life skills needed for them to become responsible individuals.

LOWER SCHOOL CURRICULUM

In keeping with the Lower School philosophy, Glenelg Country School offers a child-centered curriculum. Students are assigned to heterogeneous homerooms but are divided into more homogeneous groupings in language arts and math based on skill and ability. Other academic and special subjects are taught in heterogeneous groups. Instruction at all levels is interdisciplinary and incorporates a wide variety of materials and resources.

Study skills are an integral part of the curriculum, especially in Third, Fourth and Fifth Grades. They include organizing oneself, writing down daily and long-range assignments, preparing for tests and reports, and completing daily homework. Fourth and Fifth Graders move toward greater independence in their study skills. Throughout the Lower School, accountability and follow-through in schoolwork are expected.

Reading and language arts stress basic phonics and comprehension skills, building toward more complex skills using the Open Court Program supplemented with trade books and teacher-developed activities. The writing program encourages the acquisition of mechanics, as well as age-appropriate composition skills in both creative and expository writing. Journals and short essay-type answers in academic subjects provide additional writing experiences across the curriculum. Students in grades three through five participate in the Barlow Public Speaking Contest. Children memorize and deliver a poem or dramatic reading, with selected students competing in a school-wide assembly.

Mathematics instruction extends the computation skills in addition, subtraction, multiplication, and division, while challenging students with problem-solving activities. Mastery of basic facts and processes is achieved through drill and the use of manipulatives. The operations eventually extend into decimals and fractions. Calculator activities enhance the program and allow students to more easily use large and complex numbers. Life skills involving geometry, time and money are included. The math groupings reflect not only mathematical ability, but also achievement, study skills in general, maturity and behavior.

The social studies curriculum includes units on American History and Government, ancient and modern cultures, and geography. A geography bee is held in the spring for students in Fourth and Fifth Grades.

The science program involves discovery through hands-on activities with subjects appropriate to a student's grade level. In addition to the regular classroom instruction, students participate in laboratory experiences with the Science Lab teacher. Each year, students have the opportunity to submit projects for the Lower School Science Fair. Health education is coordinated with the science curriculum and taught by the Lower School nurse, school counselor, and physical education teacher. The health topics are presented at developmentally-appropriate levels while meeting state standards.

The computer curriculum is designed to support the curriculum and concepts taught in the classroom and to practice basic computing skills. These skills include keyboarding exercises, word processing, and creating graphics and multi-media presentations. In addition, beginning programming concepts are introduced. Projects, coordinated with other areas of the curriculum, are structured to involve all levels of expertise. The library curriculum includes information skills and supports students as they access resources.

The study of French and Spanish enriches the children's experience. Languages begin as strictly conversational programs. Beginning in Second Grade, students choose either French or Spanish as their foreign language for their Lower School experience.

The special subjects of art, music, library and physical education broaden the development of students. Art and music encompass creative expression, instruction in skill development, and a fundamental appreciation of the arts. Students have the opportunity to participate in music ensembles for recorders, bell choir, band and chorus. Fifth Grade students are involved in a musical play. All grades and ensemble groups perform in special programs throughout the school year. The physical education program emphasizes physical fitness. It evolves

from creative movement classes to skill acquisition for individual and team sports. The boys and girls have physical education uniforms and sometimes are separated for team sport instruction. All students participate in Field Day activities.

AFTER SCHOOL ACTIVITIES

Glenelg Country School offers the opportunity for students to participate in after-school activities which are conducted on our campus. There are visual arts, dance, crafts, computer, and chess programs offered through the extended day program. Other activities also may be offered if the interest among families exists. These after-school activities may involve additional fees.

BARLOW PUBLIC SPEAKING CONTEST

This unique event, named for former Headmaster Thomas J. Barlow, involves every girl and boy from Third through Fifth Grade. Each child selects a poem, story, or other suitable material for recitation and then memorizes it. The selection is then presented, first to the speaker's classmates and later, if chosen, to the Lower School and visiting judges. The contest usually begins just after the New Year and concludes in February. A winner from each grade is selected from among the students chosen as finalists.

BIRTHDAY CELEBRATIONS

Children in the Lower School may celebrate their birthdays at School by bringing a special treat for each child in their class or grade. Birthday party invitations should not be distributed at School unless every child in the class is invited. Student birthday parties should not begin or end at School unless every child (or all boys or all girls) in a class are invited. Parents should notify the School if there are special arrangements for parties at the end of a school day.

CITIZENSHIP

Because the Glenelg Country School community values good citizenship, we strive to foster in all students a caring, responsible and respectful attitude and approach to life. We seek to guide our students in Lower School to demonstrate kindness to others, to have a positive attitude, to be courteous and polite, to be honest and reliable, to show good sportsmanship and fair play, and to serve as a positive role model to others while maintaining a sense of humility. These values are inherent within the daily life of the School. In the classroom, social skills also are fostered through class meetings, developing problem-solving strategies, and special activities that focus on being a responsible member of the school community.

COMMUNICATION WITH PARENTS

Communication with parents is a hallmark of the Glenelg Country School. We seek to stay in close communication regarding each child's social and emotional development as well as academic progress. Through phone calls, emails, progress reports, parent conferences three times yearly, and trimester report cards, parents and teachers work together to foster positive growth for our students. Other avenues for communication with parents include e-mail, the GCS website (www.glenelg.org), monthly All-School bulletins, and weekly letters from the Lower School Head. These keep parents apprised of events and news related to GCS and the Lower School.

PROGRESS REPORTS

Students receive periodic progress reports (usually on a Thursday) that indicate the student's academic achievement and life skills effort from the preceding weeks. The reports may include grades, upcoming assignments and tests, along with brief written comments about the student's achievement. The Second Grade progress reports are more general.

Parents should review the progress report with their child on Thursday evening, sign it, and see that it is returned the next day. Parents are encouraged to write a short note on the bottom if desired. Teachers will respond by e-mail, note or phone call.

TRIMESTER REPORT CARDS

Report cards are mailed to parents of children in the Lower School three times a year at the end of each marking period. The report cards include both a checklist for achievement and behavioral objectives as well as a narrative describing student progress and any necessary suggestions for improvement.

PARENT CONFERENCES

During each of the three marking periods in Lower School, time is set aside for individual meetings between parents and teachers. The initial conference, which occurs early in the school year with the homeroom teacher, is designed for parents to share information about their child. Parents may also provide insight into a child's learning style, have an opportunity to ask the teacher pertinent questions, and to learn about a child's academic and social adjustment to the new grade. The two subsequent conferences fall between the marking periods and will afford opportunities to discuss academic and social progress since the previous trimester report. Parents may request a conference with any special teacher on conference days as well as any other time deemed necessary.

Each family is expected to attend scheduled parent conferences during the specified times. Parents are requested to call the Lower School Office at 410-531-2229 to schedule conference appointments. The appointment book for scheduling conferences is available two weeks prior to conference dates. Reminders to schedule conferences will be in the Thursday letter. Every effort will be made to accommodate back-to-back twenty-minute conferences as needed. For the 2009-2010 school year, Parent Conference dates are:

Wednesday, October 7 **8:00 a.m. – 4:00 p.m.**

Wednesday, January 20 **8:00 a.m. – 4:00 p.m.**

Wednesday, April 28 **8:00 a.m. – 4:00 p.m.**

We ask parents to respect the teachers' time by not dropping by classrooms for an unscheduled conference or stopping teachers in carpool to discuss a child's progress or to raise a concern. Teachers' foremost responsibility is for the children in their care at all times. They also need planning time to do the best instructional job for our students.

DAILY SCHEDULE

School is in session from 8:15 a.m. to 3:30 p.m., Monday-Friday. At each grade level, there is a mid-morning break that includes a snack. Lunchtime is usually around noon and includes an outdoor recess.

Academic schedules vary from grade to grade, based on developmentally appropriate time periods. Each grade has language arts including reading, spelling, writing, and mathematics daily. Other academic subjects such as science, social studies, and foreign language will meet three times per week. The academic day is enriched with physical education three times a week and art, science lab and music twice a week. All students have computer instruction and library weekly.

RECESS

The children have two recess periods a day. It is important for them to go outside for fresh air and exercise. All children are expected to go outside; please make sure your child is dressed appropriately for the weather. If your child is not able to go outside, please send in a note each day. Children who remain indoors will read quietly in the Commons Area. Occasionally, children will stay inside for recess to complete an assignment or to meet with a teacher.

LUNCH PERIOD

Students have the option of a catered lunch program two or four days a week. Children who do not participate in this program are expected to bring lunch from home. When students forget their lunches, parents are billed for the catered lunch of that day. There are no facilities to refrigerate or heat lunches brought from home. Sodas are not permitted for Lower School students except as a rare treat. Candy is discouraged for snack and lunch desserts. Gum is not permitted in School at any time.

HOMEROOM PLACEMENT

The Head of the Lower School, in conjunction with recommendations from the previous year's teachers, assigns students to heterogeneous homerooms. Factors considered in homeroom placement include the balance of males and females and interpersonal relationships among the students. Classroom teachers work very closely at each level, so the program will not be altered by homeroom placement. Assignment to homogeneous academic groups is based on academic achievement and teacher recommendation. Parents are discouraged from requesting specific homeroom placement.

ACADEMIC PLACEMENT

The children are placed in language arts and math groups each fall on the basis of several criteria, including new testing and teacher recommendations from the previous year. Students will remain in the new section for at least two weeks before changes are made to give them a chance to settle in and demonstrate their skills. It is the school's prerogative to place students where it feels they will receive the proper instruction. Throughout the school year, students are evaluated and moved to the most appropriate academic setting.

DETENTION

Students who lack respect for others, property, or the behavior and conduct expectations of Glenelg Country School will receive a check. When they have 2 checks within a 1-week period, they receive a lunch detention. At lunch detention, they eat their lunch in a separate room from their classmates and do not participate during the lunch recess.

Students who receive 3 lunch detentions within a 6-week period serve an after-school detention. This is a one-hour period from 3:30 – 4:30 p.m. after school. At this time, they will write about respectful behavior.

DISCIPLINE

Glenelg Country School fosters a respect for oneself, for others, and for property. It is expected that students are respectful, considerate, and polite to adults and to one another at all times in or around the School or whenever they are representing Glenelg Country School off-campus.

In the Lower School, we believe that students respond well to expectations for behavior and academic performance that clearly are communicated to them and that are followed consistently. A clear explanation of appropriate behavior and modeling of good behavior are the first steps used to create an orderly, nurturing, learning environment. To ensure good conduct, follow-up procedures include giving reminders to the class or group of students, giving reminders to individuals, conducting teacher-student or administrator-student conferences, or conducting parent conferences, as needed. Lunch detention is served after a student has received two reminders. In extreme cases of misconduct, the administration reserves the right to consider suspension or dismissal from a class or the School.

We also believe that the School and families working together toward the goal of responsible citizenship and behavior within the School community will ensure that positive behavioral changes will occur.

DRESS CODE

The Lower School Dress Code for boys and girls is listed below. All other dress code issues will be up to the discretion of the Head of the Lower School and the faculty. It will be strictly enforced and the students' compliance will be reflected on the report card. It is important that all items of clothing are clearly marked with a child's name since items are similar. It will be impossible to identify lost clothing otherwise.

Several times a week the children walk to the gymnasium and to other parts of the campus. They also stand outside to wait for their carpool in the afternoon. Please make sure your child has a hooded raincoat for the days that rain is expected. Umbrellas are not allowed due to the potential danger they pose. If you have any questions about whether or not a dress code is appropriate, please feel free to check with us prior to wearing the article.

SCHOOL UNIFORM – 2009/2010 PRIMARY AND LOWER SCHOOLS

A safe and disciplined learning environment is essential at Glenelg Country School. Young people who are safe and secure and who learn the essentials of good citizenship are better students. The School recognizes the benefits of school uniforms, including: instilling students with discipline and respect; helping students concentrate on their school work; and helping parents and students resist peer pressure. For these reasons, Glenelg Country School has adopted the following uniform code. Students not dressed in accordance with this code will be given a reminder; repeated concerns will be addressed by the Division Head as needed.

BOYS:

- | | |
|------------------------------|--|
| • Pants..... | khaki, twill, or corduroy with belt loops or elastic |
| • Golf/polo-style shirt..... | white or hunter green (solid color) |
| • Oxford shirt..... | white or light blue, short or long-sleeved |
| • Turtleneck..... | white or hunter green (solid color) |
| • Sweater..... | white or hunter green cardigan, crew, v-neck or vest style (solid color) |

- GCS Fleece jacket..... gray or hunter green, long-sleeved or vest style, pullover or zip-up, with GCS logo (MUST BE PURCHASED IN SCHOOL STORE)
- GCS Sweatshirt..... gray or hunter green, with GCS logo, worn over collared shirt (MUST BE PURCHASED IN SCHOOL STORE)
- Socks..... white, hunter green, gray, or black
- Shoes..... brown or black leather or suede school shoes, below ankle
- Sneakers..... neat, primarily white leather, below ankle, no lights, (PRIMARY SCHOOL ONLY)
- Belt..... required with belt loops (LOWER SCHOOL ONLY)

GIRLS:

- Jumper or skort..... GCS plaid or khaki, knee length (MUST BE PURCHASED AT FLYNN & O’HARA) *
- Pants..... khaki twill (MUST BE PURCHASED AT FLYNN & O’HARA) *
- Golf/polo-style shirt..... white or hunter green (solid color)
- Oxford shirt or blouse..... white or light blue, short or long-sleeved, button-down or Peter Pan collar
- Turtleneck..... white or hunter green (solid color)
- Sweater..... white or hunter green cardigan, crew, v-neck or vest style (solid color)
- GCS Fleece jacket..... gray or hunter green, long-sleeved or vest style, pullover or zip-up, with GCS logo (MUST BE PURCHASED IN SCHOOL STORE)
- GCS Sweatshirt..... gray or hunter green, with GCS logo, worn over collared shirt (MUST BE PURCHASED IN SCHOOL STORE)
- Socks..... white, hunter green, gray, or black
- Tights or leggings..... white, hunter green, gray, or black solid color
- Shoes..... brown or black leather or suede school shoes, below ankle, no more than one-inch heel
- Sneakers..... neat, primarily white leather, below ankle, no lights, (PRIMARY SCHOOL ONLY)
- Belt..... required with belt loops (LOWER SCHOOL ONLY)

ALL SHIRTS ARE TO BE TUCKED IN AT THE WAIST BY BOYS AND GIRLS

EARLY FALL AND LATE SPRING DRESS FOR BOYS AND GIRLS:

In September and May, by announcement of the Division Head, these additional items may be worn by boys and girls:

- Shorts..... khaki twill, Bermuda-style knee-length (no cargo style)
(GIRLS MAY WEAR KHAKI CAPRIS)

PERFORMANCE DRESS:

On special occasions, such as music performances and ceremonies, students may be required to wear “performance dress” which includes the following specifications in addition to what students already own for the regular uniform:

- Boys: white long-sleeved Oxford-style shirt or turtleneck, khaki pants, brown or black leather school shoes, optional tie
- Girls: White long-sleeved Oxford-style shirt or blouse or turtleneck, GCS plaid jumper (Primary School), GCS plaid skort (Lower School), white tights, brown or black leather school shoes

NOT PERMITTED:

- Lycra-type clothing
- Denim clothing, including denim jackets
- Over-sized, baggy, cargo, low-rise or hip hugger style pants, shorts, or overalls
- Pants that are jean-cut or have rivets
- Boots, clogs, platform shoes, high tops, or heellies, sneaker-type shoes, skateboard-type shoes, Sketchers, Vans, Pumas, flip flops, recreation-type shoes, shoes with deep-crevassed soles, or any shoes without a back ankle support
- Clothing that is worn, cut-off, torn, has holes or is too tight
- Clogs or any shoes without a back ankle support
- Clothing with writing or pictures
- Bare midriffs or halter tops
- Visible undergarments
- Sweatshirts (except as specified in uniform code)
- Body piercings other than ears (NO EARRINGS FOR BOYS)

Flynn & O’Hara is the official uniform supplier for Glenelg Country School. The items marked with an asterisk () are the only items required to be purchased through this company, although they sell other items for boys and girls that are appropriate for the GCS school uniform. Their website is www.flynnohara.com and their phone number is 800-441-4122.

LOWER SCHOOL EXTENDED DAY PROGRAM

Philosophy: The Glenelg Country School Extended Day Program philosophy is to provide a safe, supportive, and consistent environment for children to have fun, relax, create, converse, share, and explore. The program encourages imagination and creativity by providing a variety of resources and materials for arts and crafts, science and nature exploration, and construction. The release of pent-up energy and the development of fair play, self-reliance, and self-confidence are promoted through active play. In addition, there are supervised homework times, field trips, and snacks. The environment is flexible and positive: relationships are encouraged as are logical consequences for behavior. It is expected that students participating in our Extended Day Program abide by the same standards of behavior that is required of them during the school day. Students not complying with these rules risk dismissal from the program at the discretion of the Program Director or Division Head.

All children must be pre-registered to use any of the Extended Day Programs.

Primary and Lower School Extended Day Program: The Glenelg Country School Primary and Lower School Extended Day Program is for students in Pre-Kindergarten through through Fifth Grade before school beginning at 7:30 a.m. and after school until 6:00 p.m. each day school is in session. Any child dropped off in the morning prior to 7:50 a.m. or picked up in the afternoon after 3:45 p.m. must be registered in the program. Parents will be contacted when a child has been dropped off prior to 7:50 a.m. or has not been picked up by 3:45 p.m. The child will be placed in the Extended Day Program and the parent will be charged all applicable fees. The Extended Day Program is available on a drop-in basis or you may register in advance for one to five days per week. When enrolling in the Extended Day Program, families are registering for the school year and will be billed in two installments (September and January).

Extended Day is also available on early dismissal days, professional development days, and parent conference days. All children must register separately for each noon closing and full-day session. There is a per diem fee for each noon closing and full-day session. Registration for the noon closing and full-day session is limited to students already enrolled in the Extended Day Program. A separate registration form must be completed for each session or children must be registered in advance for all scheduled noon closings and/or full day sessions. Care is provided from 8:00 a.m. until 6:00 p.m. each full day session.

“School’s Out” Program: The “School’s Out” program is available in June between the close of School and the opening of GCS Summer in the Country Camp. Care is provided from 8:00 a.m. to 6:00 p.m. each day during the School’s Out program. A separate registration form must be completed for the School’s Out Program. There is a per diem fee for the “School’s Out” program. Registration for “School’s Out” program is limited to students already enrolled in the Extended Day Program.

Staff: The GCS Extended Day Program staff consists of a Director and team of teachers and assistants who are trained and experienced with working with our young children and their families.

Late Fees: Extended day closes promptly at 6:00 p.m. Families will be charged \$15 per child per 15 minutes starting at 6:01 p.m. Fees will be doubled after 7:00 p.m. A child left beyond closing time more than three days may be suspended from the program for the remainder of the term. (Occasionally, prior to certain holidays, the program closes at 5:00 p.m. Families will be charged \$15 per child per 15 minutes starting promptly at 5:01 p.m. and fees will be doubled after 6:00 p.m.)

FIELD DAY

Prior to the close of the School year each spring, the Physical Education Department sponsors Field Day activities. Students in grades two through five compete in track and field events. Students also earn points for the “Glens” or the “Elgs.” (Families are assigned to be Glens or Elgs when their child first enrolls at Glenelg Country School.)

The highlight of all Field Day events is the Chapman Relay in which a boy and girl from each grade (Pre-K through 12) representing Glens and Elgs race in relay.

FIFTH GRADE PRIVILEGES AND RESPONSIBILITIES

Since Fifth Graders are culminating their Lower School experience, they serve as role models for younger students. They also are called upon to provide leadership in School and community service projects. The Fifth Graders are responsible for assisting with morning arrival of Lower School students by opening car doors and greeting students. The Fourth Grade students assume this responsibility in the spring. They also put up and take down the American flag daily. Each student is expected to assist with these duties as assigned. Fifth Graders plan and carry out the games during the Lower School Halloween Party for the younger students. They also serve as Open House tour guides, as collectors for recycling paper goods in Lower School, and as special helpers when needed by faculty and administrators. Fifth Graders are recognized as a group at the Lower School Awards Assembly each year. They receive certificates acknowledging their completion of Lower School.

Each fall, the Fifth Grade participates in a day-long expedition in a ropes and initiative course. The program promotes teamwork and self-confidence.

FIRE DRILLS

Fire drills are conducted on a regular basis. Become familiar with the procedure to be followed in each classroom. Move quickly and quietly out of the building. If you are alone, use the nearest exit and report to the nearest classroom teacher. We consider our fire drill procedures to be a very serious matter and we expect your full cooperation.

GCS DRAGON STORE

The main GCS Dragon Store is located next to the gym in the Upper School building and serves the students from all four divisions. The Dragon Store is open Monday – Friday from 8:00 a.m. to 4:00 p.m. For your convenience we are able to deliver merchandise to your child during the day. Please call or e-mail the store prior to 12:00 p.m. for same day delivery. If there are any changes to the delivery date, we will inform you. We can be reached at acsdragonstore@alenela.org or 410-531-7367. A school store kiosk is open on a regular basis in the Primary and Lower Schools for students to make purchases. The Lower School kiosk is open to all grades on their assigned mornings before school starts. The kiosk is staffed by parent volunteers and carries an assortment of school supplies as well as various GCS logo and novelty items. Children can make purchases using cash or have it billed to their student accounts. Please let us know if you do not want your child to use his or her student account.

GEOGRAPHY BEE

Fourth and Fifth Grade students participate annually in the GCS Geography Bee. This event, held in late spring, matches individuals in competition on their knowledge of world geography. Students are provided questions earlier in the year to prepare for the classroom and inter-grade competitions.

GRADING

Grades help parents to know how their child is doing in school. They provide the student with the same information and act as a reward for good achievement and good effort. Reports on student progress are mailed to parents three times each year.

Second and Third Grade use the following letters on their report cards:

O = Outstanding

G = Good

S = Satisfactory

I = Improvement Needed

Throughout Fourth and Fifth Grade, the letters A, B, C, D, and F are given. An “A” denotes work of the finest quality, produced consistently. A “B” denotes work of honor quality. A “C” is used to identify acceptable achievement, which meets the goals of school curricula. A “D” designates work which is passing but indicates a need for improvement. An “F” represents a failing grade. Below are the numerical equivalents used for letter grades for grades three and above:

A+	=	98 - 100	B-	=	80 - 82	D+	=	67 - 69
A	=	93 - 97	C+	=	77 - 79	D	=	63 - 66
A-	=	90 - 92	C	=	73 - 76	D-	=	60 - 62
B+	=	87 - 89	C-	=	70 - 72	F	=	0 - 59
B	=	83 - 86						

EFFORT GRADES

Students in Lower School also receive numerical Effort Grades. The following scale is used:

- 1 = Outstanding
- 2 = Good
- 3 = Improvement Needed
- 4 = Unacceptable

Parents are encouraged to understand that satisfactory effort and achievement grades are “2,” “S,” and “C”. Grades in the “1,” “A,” “B,” and “O” range represent effort and achievement above the expected norm. All Lower School faculty members seek to be fair and realistic in evaluating student performance and anticipate that parents will be realistic in their expectations for their children. In the Lower School, we value conscientious effort, as well as strong achievement.

HONOR ROLL

Each trimester the students have the opportunity to earn a place on the Honor Roll. Honor Roll cards are awarded to students who have done excellent academic work or who have shown superior effort. There are three types of honors. “Effort Honors” are awarded to all students who have put forth very strong effort in their courses and receive all 1’s and 2’s. “Honors” are awarded to Fourth and Fifth Grade students earning a B average or better with no grade lower than a C. “High Honors” designate students who have an A-average with no grade lower than a B. When computing honor rolls, subject area achievement grades are weighted based on the emphasis a subject receives within the curriculum.

HOMEWORK

In the Lower School, homework is assigned on a regular basis for all children. Second Grade assignments can be expected to take up to 30 minutes to complete. In subsequent years the length of time increases for home assignments, up to an hour or more on homework that may include daily as well as long-term assignments and projects.

Regular homework fulfills several important purposes. First, it allows students to practice various skills and/or reflect on various problems or issues outside of school hours so that teachers can make more efficient and creative use of the time for classroom instruction. Second, it reflects the School’s commitment to a more active learning style, whereby students develop independent learning through actual practice rather than through passive observation. Finally, it establishes habits of study, which will be useful in later educational experiences as well as in a life-style that surely will include continued learning.

It is assumed that all homework is purely the work of the student, unless specifically noted otherwise. We encourage the child to do his or her very best work without receiving aid from anyone else.

The completion of homework should not become a major detriment to parent-child relationships, however. The child’s teacher offers age-appropriate consequences when homework is not completed satisfactorily or consistently. Occasionally in grades four or five, a student may be asked to stay in for recess to complete assignments when incomplete assignments are interfering with expected academic progress.

Parents of younger students may wish to check over the work to see that it has been done carefully. In this case it is more helpful for the parent simply to ensure that the work has been done rather than comment on its accuracy. The consistency of a quiet environment and regular study time and place is very important. Parents are encouraged to foster good study habits. Parents also are encouraged to review school papers daily with their children in order to be a part of their educational experience.

It is against the policy of the Lower School to accept forgotten homework that is faxed to the office or to fax assignments home to ill children. When homework is requested, please call by 10:00 a.m. to make these arrangements.

ASSIGNMENT SHEETS AND BOOKS

Teachers in Second Grade send home weekly assignment sheets that list homework requirements for each day. Beginning in Third Grade, students receive assignment books in which they are required to record assignments in each subject daily. Parents can easily monitor outstanding work by checking these notebooks or accessing their child’s moodle account. Students who are reluctant to record their own assignments may be required to have teachers and parents check and initial books on a regular basis. Students in the Lower School are not to use Palm Pilots or other electronic equipment as assignment organizers.

LOWER SCHOOL AWARDS

Near the close of school in June, the Lower School student body gathers for an assembly honoring a variety of student achievements. All Fifth Graders are recognized as a group at the Lower School Awards Assembly each year. They receive certificates acknowledging their completion of Lower School. Awards are presented to several individuals for their achievement in particular areas. Parents of students who will receive special recognition are notified prior to the day of the assembly in order that they may attend the program.

The criteria for choosing recipients of the Lower School awards are determined by the teachers who decide on the individual awards. Each recipient is deemed to be outstanding in that curricular area. Additional awards also may be given if a student demonstrates exceptional ability and interest. Selection of honorees is a joint decision by the Lower School faculty.

Citizenship Awards: Citizenship awards at each grade level recognize outstanding students. We believe that the qualities of kindness, humility, courtesy, politeness, honesty, reliability, good sportsmanship, as well as a positive attitude and graceful acceptance of constructive criticism are important goals for all Lower School students at GCS. The citizenship awards exemplify the highest achievement of such goals. Outstanding citizens are chosen at the end of the school year from each homeroom. They receive citizenship pins and certificates.

LOWER SCHOOL VISITORS

Visitors, including volunteers, must sign in and out in the Lower School Office. Although parents are welcome in the Lower School buildings, classroom visitations by parents can be distracting to the students and to the schedule.

MONEY AND VALUABLES

Students in Lower School are discouraged from bringing money or other valuable "treasures" (including hand-held electronic games) to School unless these items have a special, short-term purpose. Except for Tag Days and purchases made at the School Store, students have no need for money on a daily basis. Money that is brought in for a specific purpose should be in an envelope marked with the student's name, especially for children in the younger grades. We are concerned about responsibility for electronic equipment, jewelry, or expensive toys brought on campus, as we cannot guarantee that these items can be safeguarded appropriately. Students are not to bring Palm Pilots, MP3 players, cell phones, or other PDA electronic equipment to School.

ORIENTATION FOR ALL STUDENTS

The day before School officially begins the Lower School offers an orientation program for all students. Students meet with teachers, put their supplies away, tour the School, re-establish friendships, and meet new students.

PARENT INVOLVEMENT

Glenelg Country School welcomes parent involvement in a variety of ways. We utilize volunteers to support the library program, special activities in the classroom, activities and programs sponsored by the P&FA and by serving catered lunch. Parents may contact classroom teachers or the Head of the Lower School if they wish to offer time and resources to the Lower School.

PARENT MEETINGS

Parent meetings are scheduled throughout the year to provide an opportunity for parents of a grade or combination of grades to socialize and have speakers and discussions on topics of interest. Evening meetings include New Parents' Dinner and Back to School Night held at the beginning of School, as well as parent academies and coffees.

POLICIES AND PROCEDURES

Attendance

Students who arrive at School prior to 7:50 a.m. must report to the Primary division for Extended Care. Students who arrive after 8:15 a.m. must report to the Lower School office. Numerous tardy arrivals will jeopardize your child's perfect attendance. They also place your child at a disadvantage; they are not able to have a relaxed beginning to their day and they disrupt the class for others.

Parents should notify the Lower School office (410-531-2229) when a child will be late or absent. When homework is requested, please call by 10:00 a.m. to make those arrangements. It is the policy of the Lower School not to accept forgotten homework that is faxed to the office or to fax assignments home to ill children.

The faculty and administration discourage students from missing school for trips or extended vacations. If your child is to be out of school for these reasons, the Head of the Lower School and the classroom teachers must be notified. The student is responsible for completing the assigned work missed during any absence.

Dismissal

Dismissal for students is 3:30 p.m., Monday-Friday. Children should not walk across the teardrop to reach cars even when accompanied by an adult. Any child picked up in the afternoon after 3:45 p.m. will be placed in the Extended Day Program and charged the applicable fee.

Any students who will be leaving School in a manner other than their usual transportation needs a written note or email confirmation from the parent to inform the homeroom teacher and the office. Last minute changes arranged by children themselves are discouraged.

When students need to leave for special appointments, written notification for early dismissal is required. Students who leave early must be signed out in the Lower School office. Students are escorted out of the Lower School Building to cars at 3:30 p.m.

CAR POOLS

While Glenelg Country School does not attempt to establish car pools for families, we gladly facilitate the exchange of information to assist neighboring families to work out car pool arrangements. We request that families who form car pools notify the office in writing of the drivers, days, etc. Should the School need to notify car pool members of an emergency closing or other change in plans for individual children, we will be able to do so efficiently.

TRAFFIC PATTERN

Cars dropping off both Primary and Lower School children keep to the right along the Teardrop and proceed directly to the Primary Building. Lower School students traveling with Primary students get dropped off at the Primary School and then walk along the sidewalk to the Lower School. Cars dropping off only Lower School children keep to the left along the Teardrop and pull around to the front of the Lower School. Faculty and Fourth or Fifth Graders will assist students in getting out of cars.

When approaching the Lower School for dismissal, cars are routed through the Middle School parking lot to bypass the Middle School carpool line. Cars picking up both Primary and Lower School children keep to the right of the Teardrop and proceed to the Primary Building. Cars picking up only Lower School children keep to the left along the Teardrop and pull around to the front of the Lower School.

Cars needing to pick up Middle School or Upper School students then turn into the driveways for these buildings as they depart the Teardrop area.

For the safety of the children, the driveway in front of the Lower School is blocked to vehicles from 8:15 a.m. to 3:30 p.m., Monday-Friday. We are most concerned about the welfare and safety of our students; therefore, we request that cars not be moving as students are walking on the driveway. We also request that drivers turn off their engines as breathing exhaust fumes is not healthy.

RESOURCE/SUPPORT SERVICES

Counseling Services

Glenelg Country School provides the services of a licensed certified social worker for consultation with teachers, families, and individual students in the Lower School. The referral process for evaluating children involves parental written permission. Often individuals or small groups of students will meet with the counselor informally to discuss concerns. The counselor also assists in the development of values in keeping with the GCS philosophy and will meet with classes or small groups of students as necessary. The administration reserves the right to require counseling in extreme circumstances.

Academic Support

A student who is experiencing difficulty in a particular subject area or who may appear to be performing below expected level may be referred for Academic Support by the classroom teacher or parent. Academic Support services include: consultation with the classroom teacher on academic and behavioral concerns; conferencing with parents and teachers; aiding organizational and study skills; diagnostic evaluation, including informal observation, screenings, standardized testing, and referral for an additional testing battery with other professionals; remediation in basic skills individually or in small groups on a long or short term basis; review and reinforcement of content material; and implementation of academic recommendations from other professionals. Parents are always notified prior to a student receiving Academic Support.

Speech and Language Services

The Glenelg Country School maintains a contract with a certified, licensed speech pathologist to screen new students, and anyone else that may be referred by teachers or parents for articulation, receptive and expressive language issues. Parents receive a written report of this screening. Children who need a more in-depth evaluation and/or regular therapy may be seen by the speech pathologist here at Glenelg. Families are also free to seek evaluation through other agencies. The School fees cover the cost of the initial screening while parents are required to pay for evaluations, re-screenings, and therapy sessions. These services may be covered by health insurance.

ROOM PARENT

Each Lower School homeroom class is represented by one or more Room Parents who serve as vital links between the parents in the class and the School and the Parents and Friends Association. Room Parents work closely with the classroom teachers and are coordinated by a Room Parent Coordinator. Room Parents are listed in the GCS Directory. An asterisk (*) indicates the Room Parent who serves as a direct link to the Room Parent Coordinator. In mid-September, a meeting of all Room Parents, classroom teachers, Lower School Head, and Room Parent Coordinators is held to review duties, responsibilities, and guidelines.

SPECIAL EVENTS AND ACTIVITIES

The Lower School seeks to enrich school life for our students through field trips, assembly presentations, guest speakers, coordinated mixed-age, small group activities based on a theme, and community service projects that involve the students in the broader community.

ASSEMBLIES AND PROGRAMS

Assemblies occur throughout the year to provide students with a variety of cultural experiences. The School plans and invites professional artists, musicians, storytellers, dancers, actors, and lecturers to appear on our stage. The students perform other special programs for Thanksgiving, Winter Celebrations, Martin Luther King's Birthday, Presidents' Day, and Grandparents' Day. We especially encourage families to attend our student performances.

LOWER SCHOOL ASSEMBLIES

The Lower School students meet each Monday morning at 8:20 a.m. and each Friday at 2:45 p.m. in the Library for a brief assembly. At this time students are invited to perform a musical number or share an event or hobby or other creative talent. Announcements by the faculty, administration, or fellow students inform the group about special events during the upcoming week. Occasionally, there also are outside speakers.

PERFORMING ARTS OPPORTUNITIES

Second and Third Grade students are involved in choruses. When the students reach the Fourth and Fifth Grades, they may perform in the Lower School Chorus, Recorder Group, or Hand-bell Choir. These ensembles perform both at Glenelg and for the community at-large throughout the school year. Each year, a spring musical is performed by the Fifth Grade, allowing each student in Lower School the opportunity to be a part of a theatrical production at the close of their elementary years. Fourth and Fifth Graders may also participate in the Band Program. Information about this program is distributed at the opening of school.

FIELD TRIPS

Each grade in Lower School plans field trips off-campus that enrich the curriculum and provide age-appropriate activities for the students. These trips are generally made via school bus, but classes may use commercial motor coaches for longer trips. Teachers on all field trips carry cell phones in order to maintain communication with Lower School. Unless the field trip involves a larger specialized expense, the student cost is included in the annual student fee for that grade. Field trips feature visits to museums, historical sites, cultural events, science centers, and outdoor education facilities. When space and activities permit, we welcome parent chaperones on field trips. The Lower School faculty has adopted guidelines for field trip chaperones, which facilitate appropriate behavior and learning for students on a school-sponsored trip. The guidelines are shared with each chaperone prior to a scheduled trip.

COMMUNITY SERVICE

In order to foster our commitment to community service, students in Lower School are involved in projects and activities that contribute to our School, local community, and the world at-large. Some examples of Lower School community service are: planting flowers on campus; picking up trash around campus; collecting paper at School for recycling; older students assisting younger students in special activities;

performing for senior citizens both at School and off-campus; collecting food for local food banks; collecting clothing for families in need in Howard County; collecting money for UNICEF; raising money on Tag Days for local projects or projects worldwide; and collecting money to save rain forests in Central America or other special programs. The Lower School community has recently sponsored a land mine detecting dog as well as opened the lines of communication via internet with students in Afghanistan.

TAG DAYS

As a way to raise money for community service projects, the Lower School sponsors Tag Days to support charitable and environmental programs. The students receive information regarding the purpose and benefits of the organizations supported by Tag Day funds. Tag Days are “dress down” days on which students may wear non-dress code clothing. The clothing should be appropriate for the children to participate in all of their regular activities.

SPELLING BEE

GCS conducts a Spelling Bee each year involving Fourth and Fifth Grade students. They begin the competition in language arts classes. In the finals, the competition involves students from both grades.

STANDARDIZED TESTING

Annually we participate in a national standardized testing program for our students that enable us to monitor the progress of individuals in the curricular areas as well as to monitor our school in comparison to others throughout the United States. The results are reported to parents in writing with follow-up conferences as requested. In the spring, we administer the ERB CPT 4 tests in grades two through five. The ERB subtests evaluate student achievement in math and language arts areas in all grades as well as verbal and quantitative ability in grades four and five. Students in grades three and five also take the Otis Lennon School Abilities Test. Individual students may also be screened with diagnostic tests by the Learning Lab teacher to facilitate their placement and academic progress.

SUSPENSION

A student will be suspended from school if he or she is chronically disrespectful or abusive to faculty or another student. All children are expected to follow the behavior and conduct expectations of Glenelg Country School. Any work missed while on suspension will receive a zero and will not have the opportunity to be made up.

Any variances from these rules or the definition of respectful behavior will be up to the discretion of the administration and the faculty.

TELEPHONE CALLS / E-MAIL

Lower School students may be permitted to use the telephone in the Lower School office to call home when it is necessary. Parents who wish to talk to a teacher during school hours should call the Lower School Office (410-531-2229) to leave a message. E-mail is the best option for communicating with teachers. All GCS faculty have an e-mail address that is generally their last name@glenelg.org. When it is necessary to reach a teacher after business hours, parents may call the teacher at home. However, evening phone calls should reflect a consideration of a teacher’s family life outside of School and should not be made late in the evening. Students may not bring cell phones to school.

TRANSPORTATION POLICY

The school policy prohibits parents from transporting students to any school event or activity, except for unusual or necessary exceptions.

VENDING MACHINES

The snack and soda machines are not for the regular use of Lower School students. As a special privilege, students are allowed occasionally to bring money for one or two items in these machines. Parents are notified prior to these rare occurrences. Students are not to use snack machines at the close of school on the way to car pool or Extended Day.

WEAPONS

Weapons of any kind including play knives, butterfly, pocket, hunting, pen or fishing knives are not permitted in school, on the school bus, or at any school-sponsored function. Props used for school plays, classroom sharing, or as part of a project will be treated in the same manner and should not be in school.

LOWER SCHOOL ROOM PARENTS AND VOLUNTEERS GUIDELINES

2009 – 2010

1. Room Parents serve as a vital source of communication between GCS and home. Whether making phone calls related to your grade responsibilities or calling with school information, parents may share with you concerns or questions that they have. Please be discrete in your responses to them and direct their concerns to the appropriate person.
2. Room Parents work under the guidance of the classroom teacher, the Room Parent Coordinator, and the Head of the Lower School. Room Parents should plan a meeting with the classroom teacher as soon as possible after School starts to define their role for the year. (One parent from each grade is designated by an asterisk and will receive phone calls from the Parent Coordinator first.)
3. In order to have the activities for homerooms function efficiently and to involve as many families as possible, it is suggested that Room Parents develop consensus from the parents within the grade regarding participation in parties as well as all class or grade functions. A form for parents to complete that will indicate how they wish to be involved best does this. These forms may be distributed at Back to School Night or by "kid mail."
4. The School discourages the giving of gifts or group gifts by students or families to faculty and staff at holidays and the end of the school year. If families insist on gift giving, we hope that they will be simple, perhaps made by the children, inexpensive and in good taste.
5. The Auction Committee will reimburse Auction project costs as pre-approved by the P&FA. The P&FA will determine the amount of allocation for class projects. Additional solicitations of funds for projects are not permitted.
6. Please share any written communication that goes home to parents with the Lower School Office prior to distribution. All requests for money must be submitted to the Director of Development and the Lower School Head.
7. When volunteering in the School, please leave younger siblings at home. This time is for the GCS students and particularly your child. Teachers need your help with supervision and activities which require your undivided attention. Parents may wish to coordinate baby-sitting with one another to facilitate helping in the classroom and on field trips.
8. In planning parties with classroom teachers, please keep in mind that each grade prefers that the parties for the three homerooms are similar. In some grades, the classes may have their parties together. Please check with the teachers before planning in order to ensure that the party or event is appropriate for the time allotted as well as for the age of the children involved.
9. GCS prefers that funds collected from individual families for parties or special projects are modest and are approved by the Coordinator, Director of Development, and the Head of the Lower School.
10. Room Parents may be responsible for coordinating their class efforts for the following all-school activities: Family Day; Workdays; Halloween Party; Family Holiday Gathering; Teacher Appreciation Days; Auction; and Grandparents' and Friends' Days.
11. Each class and grade may also require coordination for class parties, special projects, and events. These are determined by the classroom teacher.
12. If a Room Parent is unable to carry out his or her designated duties, a replacement may be appointed during the course of the school year.
13. Room Parents who have issues or concerns should bring them to the Coordinator and Lower School Head whenever they occur.