

PRIMARY SCHOOL

STUDENT HANDBOOK

PRIMARY SCHOOL PHILOSOPHY

Throughout the Primary School years, the goal of our program is the development and education of the whole child, including self-discipline and respect for self and others, as well as an awareness and compassion for others. Our goal is to motivate students to become active learners with positive attitudes and a love of learning. We strive for each child to reach his or her fullest potential as a learner. A dedicated faculty committed to the education of young children provides sound instructional strategies, programs and materials in a facility designed especially for younger students.

Hallmarks of the Primary School Program include:

- a safe, nurturing environment;
- a balanced, enriched curriculum including academics, the arts, and physical education;
- small classes with a structured teaching approach;
- instructional activities that build knowledge, skills, attitudes, and social behaviors for success, both in and out of school;
- early identification of possible developmental delays or learning differences;
- a collaborative approach to provide early and appropriate intervention, if needed;
- frequent communication between school and home fostering parents and teachers working together to meet the academic and social-emotional needs of children.

PRIMARY SCHOOL AT A GLANCE

A child's Primary School years, Pre-K – Grade 1, are formative ones for developing positive attitudes toward self, others, and the world. At Glenelg Country School, we strive to nurture the whole child through a wide range of experiences in academics, the arts, technology, and physical development, as well as to instill curiosity and enjoyment in the quest for knowledge and to influence positive attitudes toward others and the greater world community. They develop emergent reading skills primarily through instruction using the Open Court Reading Program. This program teaches foundational skills, with an emphasis on sequential phonics skills acquisition, using a combination of decodable text and traditional and contemporary children's literature. Students' graphomotor and emergent writing skills develop during the year, as they are presented frequent opportunities to write for a variety of purposes.

Pre-Kindergarten

The Pre-Kindergarten at Glenelg County School offers a developmental program for four-year-olds. The two classes strive for a balance of boys and girls, and students are grouped according to age. A teacher and an assistant teacher teach each class. The basic program meets five days a week, 8:15 a.m. to 1:00 p.m., with the option for Extended Day before and after school. Please refer to the Extended Day section of the Handbook.

The curriculum for the Pre-Kindergarten program is experiential in nature. Opportunities for developing readiness skills in language arts and mathematics as well as science and social studies foster excitement in learning through individual and small group experiences. Ample time for play with appropriate early childhood equipment and with peers allows the children to develop positive social skills. The children also develop competence in self-care skills. There is time inside and outside for activities that develop gross-motor skills. Arts and crafts projects enhance fine motor skills as well as a sense of accomplishment. The weekly activities are enriched through experiences with special teachers in foreign language, art, music, physical education, library, and computer lab.

On a daily basis the students have a mid-morning snack which includes milk and graham or saltine crackers or other appropriate snacks. **Lunch is brought from home unless a child is participating in the catered lunch program.** Milk is provided for all students at lunchtime. A naptime is part of the extended day for those children who stay past 1:00 p.m.

The Pre-K program is housed in classrooms on the entry level of the Primary School Building.

Kindergarten

Our full day Kindergarten program offers the opportunity to interact socially through a variety of activities as well as to develop a solid foundation in academics necessary for success in the early elementary grades. The kindergartners use hands-on materials for learning in all curriculum areas. They develop early reading and writing skills primarily through phonics instruction, sight words, and the use of traditional and contemporary literature while using the multi-sensory, integrated Open Court Program. Early readers are challenged through appropriate leveled materials and the Accelerated Reader Program. The math program uses the Everyday Mathematics curriculum as a foundation and stresses a hands-on approach to learning concepts.

Social studies and science are integrated throughout the Kindergarten curriculum. Social skills are also an integral part of the daily Kindergarten program. The Open Court Reading Program as well as the Core Knowledge Curriculum provide guides for more formal social studies and science units. The goal of the science program is to connect science to the child's everyday life discoveries and experiences. Kindergarten students also visit the Science Lab once a week for hands-on activities. The Kindergarten curriculum is enriched with special classes in music and art twice a week, conversational French or Spanish three times a week, physical education three times a week, and computer lab and library weekly. The nurturing atmosphere of the Kindergarten helps each child develop positive group social skills, a strong academic foundation, independent self-care skills, and a love of learning. Kindergarten students referred to the Learning Lab may qualify for supplemental or enriched instruction.

Pre-First Class

Glenelg Country School opened the Pre-First Class in the fall of 1997. This program is designed for children finishing their Kindergarten year who need an opportunity to strengthen social, emotional, organizational, and motor skills prior to moving on to a challenging academic First Grade Program. The Kindergarten students with later birthdays are likely to go into the Pre-First Class. These students may have fine intellect and strong academic skills yet struggle to keep up with peers who are developmentally ahead. The Pre-First setting provides children the chance to develop the skill areas that are so important to later school success. The small class size enables the student to grow, allowing him or her to progress at his or her own pace academically. Language Arts instruction builds on the Kindergarten experience, using a First Grade Open Court Reading Program. Writing instruction incorporates handwriting skill refinement, direct teaching of basic writing skills, using the Writing Process, and writing for a variety of purposes. Math instruction is also on a Grade 1 level using Saxon math materials. The science and social studies programs feature curriculum unique to this grade level. Students also experience the enrichment of art and music classes, foreign language, library, physical education, computer lab, science lab, and health education. There are opportunities for enrichment and re-enforcement of academic skills in the Primary School Learning Lab. Pre-First students referred to the Learning Lab may qualify for supplemental or enriched instruction.

First Grade

Students in Grade 1 are assigned to heterogeneous homeroom classes that offer a balance of boys and girls. Their social and emotional growth is fostered along with their intellectual and physical development. The students are divided into homogeneous groupings based on skill and ability for language arts and mathematics.

First Graders move into a more structured academic program that also offers a continuation of enrichment opportunities in French and Spanish, art, music, physical education, library, science lab, and computer lab. The First Grade language arts curriculum uses the Open Court Reading Program that stresses phonics, sight word recognition, and comprehension. The program incorporates increased expectations for reading and writing which scaffolds students' mastery of foundational skills while facilitating the development of good work habits. Independent reading activities, quality paperback books, and the Accelerated Reader Program also challenge students who are stronger readers. Students' written expression skills begin to incorporate basic conventions as they write for a variety of purposes with a focus on targeted skills using the Writing Process. First Graders may qualify for instructional support in the Learning Lab. In mathematics, manipulatives are used to reinforce the basic concepts while the program also provides practice in computation skills in addition, subtraction, and beginning multiplication. Problem-solving, critical thinking skills and "hands-on" activities are an integral part of the program in both mathematics and science. The First Grade social studies program focuses on U.S. history and geography as well as Ancient Egypt and Indians of South and Central America. Science instruction includes units on magnetism, the human body, simple machines, dinosaurs, and the solar system. The Primary School Science Lab provides opportunities for hands-on activities with the Science resource teacher weekly. Students in First Grade also experience the enrichment of art and music classes, foreign language, library, physical education, and health education.

MATHEMATICS AND LANGUAGE ARTS PLACEMENT

Mathematics placement is determined through academic testing and teacher recommendation. Group size and composition are designed to facilitate optimum learning for the individual child's needs and abilities. The groups reflect not only mathematical ability, but also achievement, study skills in general, maturity and behavior. Initial placement decisions are made after a brief adjustment period at the beginning of the school year.

Language Arts classes meet daily in the early morning for an hour and a half. Additional time during the school day may be devoted to writing across the curriculum. Group size and composition also facilitate optimum learning for the individual child's needs and abilities. The Language Arts groups all cover the First Grade Open Court Program, but the pace in each group may vary based on the needs of the students in the group. The Learning Lab teacher as well as the homeroom teacher assesses students in the first week of school to determine placement.

Students may move from one group to another in both Mathematics and Language Arts during the course of the school year, depending on their needs.

RESOURCE/SUPPORT SERVICES

Computer Instruction

Students in Pre-K, Kindergarten, Pre-1st, and Grade 1 receive weekly instruction in the Computer Lab located in the Library area of the Primary School. The computer curriculum is designed with the developmental needs of younger students in mind. Students are introduced to basic graphics, word processing, and keyboarding skills, as well as multimedia presentations, Internet literacy and safety, and programming. First Grade and Pre-1st math students also visit the computer lab for enrichment and reinforcement activities weekly during math classes.

Health Education

Health education is a part of the educational program at each grade level, Pre-K through Grade 1. These classes may be coordinated with the Science Curriculum and meet monthly. The developmentally appropriate health topics include Friendship, Medicines and Other Drugs, Safety, Injury Prevention and Care, Personal Health, Understanding Yourself, and Nutrition. Health classes are taught by a GCS Health Educator.

Learning Lab

One-to-one or small group instruction is available in the Learning Lab for students in Kindergarten, Pre-1st, and Grade 1 who are in need of supplemental support for the acquisition of basic skills. A classroom teacher or parent may refer a student to the Learning Lab if he/she appears to be performing below grade level. Learning Lab services may include consultation with classroom teachers on academic and behavioral concerns; conferencing with parents; diagnostic evaluation including informal observations, screenings, and standardized and/or criterion-referenced testing; remediation/intervention instruction focused on basic skills, either on a long or short term basis; referrals for outside testing; and implementation of academic recommendations from other professionals. A signed parental permission is required before Learning Lab services are provided. Language Arts and Math enrichment opportunities for identified Pre-Kindergartners, Kindergarten, Pre-1st, and Grade 1 students may be offered as the Learning Lab schedule permits.

Speech and Language Services

The Glenelg Country School maintains a contract with certified, licensed speech pathologists to screen all Kindergartners, new students in Pre-1st and Grade 1, and anyone else who may be referred by teachers or parents for articulation and receptive and expressive language issues. Parents are notified in writing prior to the screening and follow-up re-screenings. Parents also receive a written report of these screenings. Children who need a more in-depth evaluation and/or regular therapy may be seen by one of the speech pathologists here at Glenelg. Families are also free to seek evaluation through other agencies. The School fees cover the cost of an initial screening while parents are required to pay for evaluations, re-screenings, therapy sessions, and conferencing. These services may be covered by health insurance.

Counseling Services

Glenelg Country School also provides the services of a licensed certified social worker for consultation with teachers, families, and individual students in the Primary School. The referral process for children involves parental written permission.

Occupational Therapy Services

Glenelg Country School Primary School also provides the opportunity for evaluation and therapy services of Licensed Occupational Therapists. Initial occupational therapy screenings are provided at no cost. On-going services are paid for by individual families.

PRIMARY 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 expected 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 Fifth Grade before school beginning at 7:30 a.m. and after school until 6:00 p.m., or 5:00 pm on special occasions, 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 3:50 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 3:50 p.m., and the parent must enroll the child in the Extended Day Program at that time. 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 enrolling 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 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., or 5:00 p.m. on special occasions, for 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.)

AFTER SCHOOL ACTIVITIES

Under the direction of the Director of Auxiliary activities, Glenelg Country School offers the opportunity for students to participate in after-school activities which are conducted on our campus. The programs may include visual arts, dance, computer, math programs, and sports activities. Other activities also may be offered if the interest among families exists. After-school activities may involve additional fees.

POLICIES AND PROCEDURES

Arrival

Cars dropping off students at the Primary School proceed to the PS circle and pull up as far as possible. Students will be assisted out of their cars by PS staff and older students. **Students should always exit cars on the right side for safety.** Once a car is unloaded, the car may pull away from the circle as long as there is no stopped car in front. **The circle traffic is one lane.** Please do not pass other cars in line. Assistance with helping children out of cars begins at 7:50 a.m. Cars that arrive prior to that time need to bring children into the Primary School for Before School Care. All parked vehicles must be out of the circle by 7:50 a.m. Cars with both Primary and Lower School students unload both at the Primary School to avoid stopping the car line twice.

The School day for students Pre-K –1st begins at 8:15 a.m. All students Pre-K –1st should enter the Primary School at the front door. Parents who wish to escort students to class should park in the visitor’s parking area to walk children in through this door. We wish to

encourage self-reliance by having PS students proceed with directions unescorted after the initial days of the school year. **Students who arrive in their classrooms after 8:20 a.m. are considered Tardy.** Being prompt to school allows students to have a relaxed beginning to their day rather than disrupting class for others with a late arrival. Students who arrive after 8:20 a.m. are required to sign in at the office. Parents should notify the Primary School Office 410-531-8610 when a child will be late or absent. When homework is requested for Pre-First or First Graders, please call by 10:00 a.m. to make those arrangements. We will fax homework assignments to ill students only if they are out of school for an extended period. It is against the policy of the Primary School to accept homework that is faxed to the Office if the work has been left at home. **When students are dropped off in the morning or picked up in the afternoon, we request that students not retrieve or put items in the trunk or back door of vehicles for safety reasons. Cell phones should not be in use while driving on the GCS campus.**

LS students who arrive at school prior to 7:50 a.m. must be registered in the Extended Day Program and report to the Extended Day classroom in the Primary School for supervision until 8:05 AM.

Students in grades Pre-Kindergarten through First who arrive at School prior to 7:50 a.m. should report to the Pre-K classroom for supervision in the AM Extended Day program.

Students in Primary School report to homeroom at 8:05 a.m.

K – 1 Dismissal

Dismissal for students K – Grade 1 is 3:30 p.m., Monday-Friday.

- Cars picking up both Primary and Lower School students pick up their students in the Primary School car line.
- Cars for pick up at Primary and Lower Schools go through the Middle School parking lot. Cars are allowed to proceed down the driveway when the Operations Staff signals to do so. **Initially there is a single line of cars including PS and LS cars that line up along the Teardrop of the LS.**
- Beginning at the top of the Teardrop by the big tree, two (2) lines of traffic come down toward the Manor House once cars are permitted to come to the front of the PS and the LS.
- The right lane is for cars going to the Primary School Building; the left lane is for cars picking up Lower School students **only**.
- The right lane proceeds to the Primary School to pick up Primary School students and their siblings along the circle at the front of the building.
- Drivers should wait for children in their cars rather than meet them at the door of the school.
- Once children are loaded, Primary School cars proceed to the front of the Lower School as long as there is no need to pass a car in front.
- Any child picked up in the afternoon after 3:50 p.m. may be placed in the Extended Day Program. Parents will be contacted and pay all applicable fees.
- Any student who will be leaving School a different way other than their usual transportation needs a **written note** to inform the homeroom teacher and the office.
- Students who need to leave for special appointments need written notification for early dismissal and must be signed out in the Primary School office. These students should be picked up prior to 3:00 p.m. in order to avoid the regular carpool process.

Pre-Kindergarten Dismissal

At the 1:00 p.m. dismissal, parents should follow this procedure:

- Drivers who are picking up at 1:00 PM drive along the driveway and proceed around the circle at the Primary School in a single line.
- Cars pull forward to the Pre-K dismissal sign.
- Children will be escorted from the Pre-K classrooms to cars.
- Cars should remain parked, with engines off, until the teacher signals that all children are safely in the cars. Cars that are farther back in the line will pull forward to pick up children as the first group of cars exits the driveway going straight ahead.

- Pre-K students who leave at 3:30 PM will be escorted to their cars along with the other students, K-1. (See K-1 Dismissal above.) This procedure is also followed whenever Pre-K students are dismissed at Noon with other children in Primary School.

Carpools

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

Traffic Pattern

All four GCS divisions dismiss at 3:30 p.m. Primary and Lower School carpools follow these procedures: When approaching the Lower and Primary Schools for dismissal, cars are routed through the Middle School parking lot to bypass the Middle School carpool line. Lower School students with siblings in Primary School are dropped off and picked up at Primary School.

Cars approach the Primary and Lower School Buildings along the driveway counterclockwise in two lanes. In the morning, drivers are requested to pull as far forward as directed at both Primary and Lower Schools. Faculty and Fifth Graders assist students in getting out of cars.

At dismissal, two lines once again serve the Primary and Lower Schools. Cars picking up Primary School students form a line to the right along the driveway beginning at the top of the teardrop area and proceed through the parking area and around the Primary School circle. Once the carpool line moves forward to the PS and LS buildings, students are escorted to their cars parked in front of the PS. The cars then move forward to line up along the side of the Lower School. Cars move forward to the circle area until all children are placed in cars.

For the safety of the children, the driveway in front of the Lower School is blocked to vehicles from 8:20 a.m. to 3:00 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 engines once children exit the PS and LS buildings as breathing exhaust fumes is not healthy.

DAILY SCHEDULE

Pre-Kindergarten

The Pre-K day begins at 8:15 a.m. and ends at 1:00 p.m., Monday through Friday. The children have a mid-morning snack and lunch around noon. The activities of the day include group and individual learning times, indoor and outdoor play, as well as opportunities for art, music, foreign language, physical education, and Library on a regular basis. The structure of the day and the activities are developmentally appropriate.

Kindergarten, Pre-First, and First Grade

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 12:00 or 12:15 p.m. and includes an outdoor recess for Pre-1st and First Grade. Kindergarten children have a quiet rest period following lunch with active outdoor play later in the afternoon.

Academic schedules vary from grade to grade, based on developmentally appropriate time periods. Pre-1st and Grade 1 have language arts including reading, phonics, spelling, writing, and language daily in the early morning. These grades have mathematics instruction following the morning snack time. Other academic subjects such as science, social studies, and foreign language, and creative writing occur later in the school day throughout the week. Students in K, Pre-1st, and Grade 1 go to Computer Lab, Science Lab, and Library once a week. The academic day is enriched with physical education and foreign language three times a week and art and music twice weekly.

Lunch Period

Students in all grades have the option of a daily catered lunch program, Monday-Thursday. Families may subscribe to the catered lunch program by the semester for two or four days a week. Children who do not participate in this program are expected to bring lunch from home. As a supplement or when students forget their lunches, GCS provides lunch for an additional fee. (There are no facilities to refrigerate or heat lunches brought from home.) Pre-K, K, Pre-1st, and Grade 1 students eat lunch in their classrooms. Soda is not permitted for Primary School students. Candy is also discouraged for snack and lunch desserts. **Gum is not permitted at school at any time.**

Homeroom Placement

The Head of Primary School assigns students to homerooms in Kindergarten, Pre-First, and First Grade in heterogeneous groupings.

Pre-K groups are assigned to homerooms based on age. Factors considered in homeroom placement include the balance of males and females and interpersonal relationships among the students. Since classroom teachers work very closely at each grade level, the program will not be altered by homeroom placement. Assignment to homogeneous academic groups is based on academic achievement and teacher recommendation.

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, e-mails, parent conferences four times yearly, and trimester progress reports, parents and teachers work together to foster positive growth for our students. Other avenues for communication with parents include the GCS website, www.glenelg.org, the monthly Head of School's letter, and weekly letters from the Primary School Head sent by email on Wednesdays and posted on Moodle. These letters are also posted on the GCS website and keep parents apprised of events and news related to GCS and the Primary School. Teachers also maintain "Moodle" pages on the GCS website to post activities, pictures, and other classroom information for parents.

Trimester Progress Reports

Report cards are mailed to parents of children in the Primary School, Pre-K-Grade 1, three times a year at the end of each marking period. These progress reports include both a checklist for achievement and behavioral objectives as well as narratives describing student progress and any suggestions for improvement.

Parent Conferences

In the Primary School, time is set aside for individual meetings between parents and teachers four times during the school year. The initial conference occurs prior to the opening of school on Orientation Day. This conference also includes the child and allows a low key opportunity for your child to meet his/her teacher and to visit the classroom. The second parent-teacher conference, held after the first month of school, is designed for parents to share information about their child's adjustment to the new grade and insight into a child's learning style as well as an opportunity to ask the teacher pertinent questions and to learn about a child's academic and social adjustment to the new grade.

The following two conferences fall midway during the marking periods and will afford opportunities to discuss academic and social progress since the previous trimester report. Pre-K, Kindergarten, and Pre-First parents always meet with homeroom teachers. In Grade One, conferences are held with Language Arts teachers. However, parents may request a conference with any teacher on conference days as well as at any other time.

Each family is expected to attend scheduled parent conferences during the specified times. Parents are requested to call the Primary School Office at 410-531-8610 to schedule conference appointments. The appointment book for scheduling conferences is available two weeks prior to conference dates. Reminders to schedule conferences will be sent home prior to that time. 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:

Monday, August 31	8:00 a.m. – 4:00 p.m. (Includes your child)
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 teachers' time by not dropping by classrooms for an unscheduled conference or stopping teachers in carpool to discuss your child's progress or to raise a concern. Teachers are foremost responsible for the children in their care at all times; they also need their planning time to do the best instructional job for our students.

GRADING

Grades help parents to know how their child is doing in school. All Primary School faculty members seek to be fair and realistic in evaluating student performance and anticipate that parents will also be realistic in their expectations for their children. In the Primary School, we value conscientious effort, as well as strong achievement.

Reports on student progress are mailed to parents three times each year. Pre-K, K and Pre-1st progress reports will reflect a child's growth and developing skills using these symbols:

C = Occurs Consistently-The student consistently demonstrates mastery of this skill

O = Occurs Often-The student successfully applies this skill frequently

D = Developing-The student applies this skill occasionally

E = Emerging-The student is beginning to acquire this skill

NI = Not introduced-The skill has not yet been introduced

The letters "O", "S", and "N" are used on report cards for Grade 1 to designate "Outstanding," "Satisfactory," or "Needs Improvement."

Effort Grades

When students in Pre-K, Kindergarten, and Pre-1st are evaluated on their effort, we use the same scale applied in other areas:

C = Occurs Consistently-The student demonstrates effort consistently

O = Occurs Often-The student demonstrates effort frequently

D = Developing-The student demonstrates effort occasionally

E = Emerging-The student is beginning to demonstrate effort

NI = Not introduced-The skill has not been introduced

The Primary School Physical Education Teachers evaluate the children in specific skill areas using the scales listed above.

Students in First Grade also receive numerical Effort Grades. The following scale is used:

1 = exceeds expectations

2 = meets expectations

3 = meets expectations with assistance

4 = seldom meets expectations

Homework

In the Primary School, homework is assigned on a regular basis for all Pre-1st and First Grade children. At this level, assignments can be expected to take about thirty minutes to complete. Parents of all primary-age children are also encouraged to review school papers daily and to read with their children daily in order to be a part of their educational experience and to reinforce the skills and concepts taught.

First graders begin to have homework in September. Monday through Thursday, these students complete a math worksheet daily and practice math facts each night. Students should also review reading worksheets and story booklets each night. It is also important for First graders to read orally each night, especially when they begin the Accelerated Reader Program.

Pre-1st students have nightly math work sheets and math fact practice sheets. They also have a STAR book to read each night.

Formal homework is not assigned in Pre-K or Kindergarten. However, parents are encouraged to begin fostering good study habits, listening, and thinking skills as they read on a regular basis with their children. The Kindergarten team sends home newsletters that outline concepts presented with suggestions for fun ways to reinforce skills at home. Kindergarten students should practice sight words that come home on a regular basis for mastery. In Kindergarten and in Pre-1st, students participate in two individualized reading programs at home,

BEAR (Be Excited about Reading-K) and the nightly STAR Program (Sit Together and Read-Pre-1st) to encourage developing reading skills

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. 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 insure that the work has been done rather than comment on its accuracy. The consistency of a quiet environment and regular study time and place are very important. Parents are encouraged to foster good study habits. It is against the policy of Primary School to accept forgotten homework that is faxed to the Office or to fax assignments home to ill children except when the child is out of school for an extended period.

Throughout Glenelg Country School, we believe that 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 life-long learning.

Standardized Testing

In the Primary School students are screened using nationally normed evaluative tools. Pre-Kindergartners are individually screened with the Missouri KIDS, which evaluates development in math skills, auditory skills, paper-pencil skills, visual skills, language skills and gross motor skills. Kindergartners are screened in November and in May with the Metropolitan Reading Readiness Test (MRT). Pre-1st and Grade 1 students take the Otis Lennon School Abilities Test (OLSAT) in the fall. First Graders also take the Stanford Achievement Test, Abbreviated Version, in the spring. Individual students may also be screened with diagnostic tests by the Learning Lab teacher to facilitate their placement and academic progress.

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 Primary 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 are also fostered through developing problem-solving strategies, and special activities that focus on being a responsible member of society. Primary School students receive a new "Dragon Manner" each month in the weekly assembly. Brought by the GCS Dragon and the Head of School, Dragon Manners help the children focus on values of good conduct, caring, and respect.

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 Primary School, we believe that boys and girls respond well to expectations for behavior and academic performance that are clearly communicated to them and that are consistently followed. A clear explanation of appropriate behavior and modeling of good behavior are the first steps used to create an orderly, nurturing learning environment. To insure 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. In extreme cases of misconduct, such as students engaging in negative physical behavior toward others, 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 insure that positive behavioral changes occur.

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 heelies, 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.

MONEY AND VALUABLES

Students in Primary School are discouraged from bringing money or other valuable "treasures" to School unless these items have a special, short-term purpose. Except for Tag Days or visits to the School Store Kiosk, 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. We are concerned about responsibility for electronic equipment, jewelry, or expensive toys brought on campus, as we cannot guarantee that these items can be appropriately safeguarded.

PARENT MEETINGS

Parent meetings are scheduled during the year to provide an opportunity for parents to socialize and have speakers and discussions on topics of interest. Evening meetings include Back to School Night, an orientation meeting held during the second week of school. Parents are also encouraged to initiate meetings on topics of interest through Room Parents, Homeroom Teachers, or the Primary School Head.

TELEPHONE CALLS

Parents who wish to talk to a teacher during school hours should call the Primary School Office (410-531-8610) to leave a message or use the automated voice mail system. Teachers will access their voice mail on a regular basis. 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 past 9:00 p.m. E-mail is another option for communicating with teachers. Their e-mail addresses are found in the GCS Directory.

PRIMARY SCHOOL VISITORS

Visitors, including volunteers, must sign in and out in the Primary School Building at the office area. At the time of sign-in, visitors will be given name tags to wear while on campus. The name tags should be returned when visitors sign out. Classroom observations and visits are limited in order to prevent interference with classroom instruction. Appointments to visit classrooms are scheduled through the Head of the Primary School.

GCS DRAGON STORE

The main GCS Dragon Store is located near to the Athletic Center 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 prior to 12:00 Noon for same-day delivery. If there are any changes to delivery dates, we will inform you. We can be reached at gcsdragonstore@glenelg.org or at 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 kiosk in the Primary School allows students to shop for items once a week at the beginning of the school day. 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. Students who wish to charge their purchases must have a written note from their parents. In order to limit the amount of time “shopping” students should bring \$3 or less on their Dragon Store Day. Weekly shopping days may rotate to bi-weekly if students are missing too much class time.

Primary School GCS Dragon Store Kiosk Schedule:

Tuesday	Pre-Kindergarten
Wednesday	Pre-1st
Thursday	Kindergarten
Friday	Grade 1

SPECIAL EVENTS AND ACTIVITIES

The Primary 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 Cultural Arts Committee plans and invites professional artists, musicians, storytellers, dancers, actors, and lecturers to appear before our students. The students perform special programs including Thanksgiving, Winter Celebrations, Martin Luther King’s Birthday, Presidents’ Day, and Grandparents & Friends’ Day. We especially encourage families to attend our student performances.

Monday Morning Assembly

The Primary School students meet each Monday morning at 8:20 a.m. in the Multi-Purpose Room 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 are also outside speakers. We also use our weekly assemblies to discuss and re-enforce our “Dragon Manners” and to talk about community service projects.

FIELD TRIPS

Each grade in Primary 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 the Primary School. The student cost is included in the annual student activity fee for each grade. Field trips feature visits to museums, historical sites, cultural events, and outdoor education facilities. When space and activities permit, we welcome parent chaperones on field trips. The Primary 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. Siblings are not permitted to accompany classes on field trips.

ACCELERATED READER PROGRAM

The Accelerated Reader Program encourages independent reading among students in Primary School by offering the opportunity for students to take comprehension quizzes on the computer on books read. In the library and in the classroom, books that are a part of the program are identified. Students read books independently or as a class, and then access the program through computers to participate in a reading point system. Classroom teachers monitor student involvement and progress. Readers identified as reading independently in Pre-K, Kindergarten, Pre-1st, and First Grade may participate. Students in Primary School are recognized for their participation at the end of the school year.

COMMUNITY SERVICE

In order to foster our commitment to community service, students in Primary School are involved in projects and activities that contribute to our School, local community, and the world at-large. Some examples of Primary School community service are: helping in campus clean up, making tray favors for hospital patients, collecting food for local food banks, collecting clothing for families in need, collecting money for UNICEF, raising money or contributing items on Tag Days for local projects or projects worldwide, and collecting money to save rain forests in other areas of the world or other special programs such as the Walk for Juvenile Diabetes.

TAG DAYS AND SPIRIT DAYS

As a way to raise money or needed items for community service projects, the Primary School participates in Tag Days to support charitable and environmental programs. The students receive information regarding the purpose and benefits of the organizations supported by Tag Day donations. Tag Days are “dress down” days on which students may wear non-uniform clothing when donating to the special project. Spirit Days are designated for wearing GCS spirit shirts and other clothing with the school logo as a way to show school spirit in all divisions. No donations are collected for Spirit Days.

CITIZENSHIP AWARDS

Citizenship Awards in Pre-1st and First Grade recognize outstanding citizenship. We believe that the qualities of kindness, courtesy, politeness, honesty, reliability, good sportsmanship, having a positive attitude, and accepting positive criticism with grace and humility are important goals for all Primary School students. The citizenship awards exemplify the highest achievement of such goals. Outstanding citizens are chosen from each homeroom, Pre-1st and Grade 1, at the end of the school year. They receive citizenship pins and certificates.

BIRTHDAY CELEBRATIONS

Children in the Primary 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 is invited. Parents should notify the School if there are special arrangements for parties at the end of a school day.

DRAGON'S JOURNAL, PRIMARY SCHOOL LITERARY MAGAZINE

In the spring, a collection of student work including art, poetry, and prose from the Primary School is published. Throughout the school year teachers encourage students at all grade levels to “polish” work that will be included in the literary publication. We strive to have every student represented in the booklet. The first issue was published in May 1992.

FIELD DAY

Prior to the close of the School year each spring, the physical education department sponsors Field Day activities. Families are assigned to be Glens or Elgs when their child first enrolls at Glenelg Country School and represent their group while participating. Students in Pre-K, Kindergarten, Pre-First, and First Grade participate in age-appropriate activities and receive participation ribbons.

The highlight of all Field Day events is the Chapman All-School Relay in which a boy and girl from each grade (Pre-K through 12) representing Glens and Elgs race in relay at the close of the Field Day for Grades 2 – 12.

FIRE DRILLS

Fire drills are conducted on a regular basis. Everyone should 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.

TRANSPORTATION POLICY

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

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, to serve catered lunch, and to operate the PS Store Kiosk. Parents may contact classroom teachers or the Head of the Primary School if they wish to offer time and resources to the Primary School.

ROOM PARENTS

Each Primary 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 Room Parent Coordinators. In order to involve as many parents as possible, Room Parents may not volunteer to represent a child's homeroom for consecutive years. Room Parents are listed in the GCS Directory. In early September a meeting of all Room Parents, classroom teachers, Primary School Head, and Room Parent Coordinators is held to review duties, responsibilities, and guidelines. (Note Guidelines that follow.)

PRIMARY 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 Primary 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 classroom 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 a 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. (Modest donations in lieu of sending in cupcakes or napkins are acceptable if families prefer.) 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 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 Primary School Office for approval prior to distribution. In addition, the Primary School Head will also forward any written communication that also involves a solicitation of funds to the Director of Development for approval prior to distribution.
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 insure 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. As stated in #6 above, all such requests for funds must be submitted to the Head of the Primary School and then pre-approved by the Director of Development.
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, Auction, and Grandparents' and Friends' Day.
11. Each class and grade may also require coordination for special projects and events. The classroom teacher determines these.
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.

**ROOM PARENTS WHO HAVE ISSUES OR CONCERNS SHOULD BRING THEM TO THE
COORDINATORS AND PRIMARY SCHOOL HEAD WHENEVER THEY OCCUR.**